



VALLEY CHARTER ELEMENTARY SCHOOL

Charter Renewal Petition
Submitted August 10, 2019

For the term July 1, 2020 through
June 30, 2025

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Assurances, Affirmations, and Declarations

Valley Charter Elementary School (also referred to herein as “VCES and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter

School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the

District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension - District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data - The standard file including District ID.
- Norm day - District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year - District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout - District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

1. General Information

The contact person for Charter School is:	Robert Burke, Executive Director
The contact address for Charter School is:	16514 Nordhoff St. North Hills, CA 91343
The contact phone number for Charter School is:	818-810-6713
The proposed address or target community of Charter School is:	16514 Nordhoff St. North Hills, CA 91343
This location is in LAUSD Board District:	Board District 3
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	TK/Kindergarten – 5 th Grade
The number of students in the first year of the renewal term will be:	Approximately 276 students
The grade level(s) of the students in the first year of the renewal term will be:	TK/Kindergarten – 5 th Grade
Charter School's scheduled first day of instruction in 2020-2025 is:	August 24, 2020
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	276 Students
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:	8:05 am – 2:40 pm
The term of this charter shall be from:	July 1, 2020 to June 30, 2025

The Board of Directors for Valley Charter Elementary respectfully submits this charter renewal petition to the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”) for a five (5) year charter, grades TK-5, site-based program that will serve a diverse student population in the San Fernando Valley.

Community Need for Charter School

The number of random public drawing (lottery) applications we receive yearly is evidence that the community recognizes a need for VCES. With 46 spaces in kindergarten and only a handful of spaces in other grades each year, we typically accommodate fewer than 10% of our applicants.

Table 1: VCES Number of Random Public Drawing (Lottery) Applications Submitted
Source: Data pulled from Survey Monkey online application system

	2015-16	2016-17	2017-18	2018-19
Number of Applications	586	512	579	483

2. School's performance over current charter term. Based on our school's record of performance, we are confident that we are meeting the needs of the community we serve. To illustrate this point, we will address: 1) Academic performance data, both school-wide and for subgroups, as measured by CAASPP; 2) The success of innovative features of our educational program as measured by internal data; 3) Our progress towards meeting the needs of our numerically significant subgroups; 4) Opportunities for growth that we have experienced and addressed.

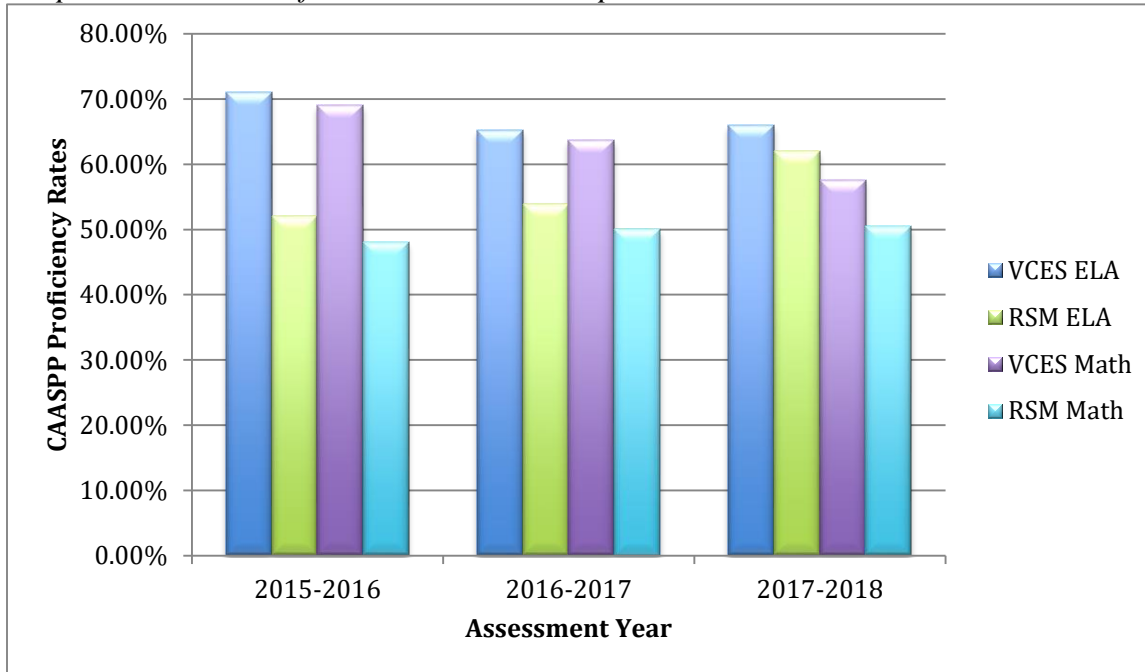
Academic performance data. Each year our students in grades three through five participate in the California Assessment of Student Performance and Progress (CAASPP). Data from this assessment allows us to analyze trends in individual student's academic performance, in the performance of subgroups, in schoolwide performance, and in performance compared to resident schools that our students would otherwise attend, known as Resident School Median (RSM). We are proud that in both English language arts (ELA) and in math, the number of VCES students meeting or exceeding standards is consistently above the RSM and LAUSD's performance rates. In fact, between 2015 and 2018, the percentage of students meeting or exceeding performance standards was an average of approximately 11% above RSM in ELA and 14% above in math. Likewise, during the same time period, performance rates averaged about 27% higher than LAUSD in ELA and 34 % higher in math. The table and graph below summarize our CAASPP performance data.

Table 2: CAASPP Performance Data as Compared to RSM and LAUSD
Source: LAUSD Data Set

Year	VCES	RSM	Difference between VCES and RSM	LAUSD	Difference between VCES and LAUSD
15-16	ELA: 71% Math: 69%	ELA: 52% Math: 48%	ELA: 19% higher Math: 21% higher	ELA: 39% Math: 28%	ELA: 32% higher Math: 41% higher
16-17	ELA: 65.15% Math: 63.64%	ELA: 53.95% Math: 50.05%	ELA: 11.2% higher Math: 13.59% higher	ELA: 39.55% Math: 29.86%	ELA: 25.6% higher Math: 33.78% higher

17-18	ELA: 65.91% Math: 57.58%	ELA: 62.02% Math: 50.46%	ELA: 3.89% higher Math: 7.12% higher	ELA: 42.31% Math: 31.32%	ELA: 23.6% higher Math: 26.26% higher
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Graph 1: CAASPP Performance Data as Compared to RSM



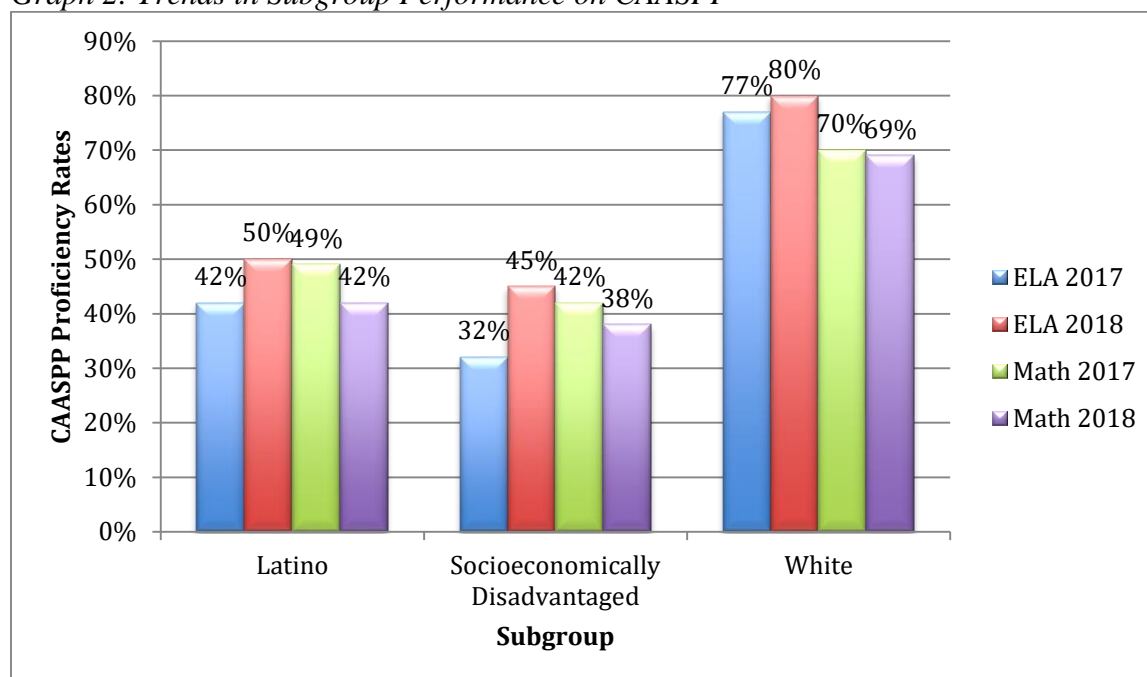
VCES has three numerically significant subgroups, which are Latino, socioeconomically disadvantaged and white. The table below summarizes the percentage change in scores on CAASPP between 2017 and 2018. As Table 3 elucidates, all three subgroups made growth in ELA, but we experienced a decline in the proficiency rates for all three subgroups in math. While any decline is important to note and take seriously, since all declines were fewer than 10%, we feel confident that the changes we have implemented will yield positive results. These steps are outlined in a subsequent section titled “Opportunities for Growth.”

Table 3: Trends in Subgroup Performance on CAASPP

Source: LAUSD Data Set

Subgroup	CAASP P- ELA 2017	CAASP P- ELA 2018	Chang e in Scores	CAASP P- Math 2017	CAASP P- Math 2018	Chang e in Scores
Latino	42%	50%	+8%	49%	42%	-7%
Socioeconomica lly disadvantaged	32%	45%	+13%	42%	38%	-4%
White	77%	80%	+3%	70%	69%	-1%

Graph 2: Trends in Subgroup Performance on CAASPP



We are cognizant of areas for growth, but overall, we are proud of student performance on CAASPP, especially as it compares to RSM and LAUSD proficiency rates. We feel these comparisons are compelling examples of how VCES is meeting the needs of community we serve.

Success of the key features of our educational program. The success of the innovative features of our educational program as measured by CAASPP is corroborated by student performance on internal assessments, narrative examples of the student experience, and parent feedback.

The innovation that lies within our balanced literacy program is the use of reading and writing workshops. We use the frame of the workshop to present material in a way that is authentic for students. Our emphasis on reading is clear and evident to both students and parents. Our expectations for time on text and critical thinking, while rigorous, are imperative for a student's success as a reader. Unlike in classes where students read from a common textbook, VCES students get to choose their own books at their reading level, which results in higher rates of engagement and stamina. Our teachers guide the instruction based on student need, rather than follow a scripted program.

The success of the workshop model is illustrated by our internal data. Depending on the grade, teachers assess students' reading levels between four and seven times a year by using the Teachers College guided reading assessments. Each alphabetic reading level corresponds to a performance level which is dependent upon the student's grade level. For example, a third grader reading level N books is considered to be on grade level in March, but a fourth grader reading level N books at this time would be below grade level. Additionally, three times a year, teachers in first through fifth grades assess students' fluency using a nationally normed assessment program called AIMSweb. Students read three grade level texts and the median score is considered to be the number of words per minute that they can read. Using the norm chart,

teachers can determine a student’s performance level. Student performance on both of these assessments is recorded, monitored, and analyzed by teachers and administration through an Excel tracking system. Tables 4 and 5 represent student performance on these assessments.

Table 4: Percentage of Students Meeting or Exceeding Standards at end of the Year on Guided Reading Assessments

Source: Data submitted by teachers through our internal data tracking system (Excel)

	K	1	2	3	4	5	Schoolwide Average
2016-2017	68%	83%	77%	68%	55%	64%	69%
2017-2018	70%	95%	70%	70%	70%	63%	73%
2018-2019	77%	89%	68%	65%	60%	68%	71%

Table 5: Percentage of Students Meeting or Exceeding Standards at end of the Year on AIMSweb Fluency Assessments

Source: Data pulled from AIMSweb

	1	2	3	4	5	Schoolwide Average
2016-2017	70%	84%	68%	73%	77%	74%
2017-2018	84%	66%	61%	57%	75%	69%
2018-2019	75%	67%	74%	77%	61%	71%

We consider these assessments to be comprehensive, rigorous, and respected by educators because they are norm referenced and used nationally. AIMSweb assessments were field tested to ensure that “normative, reliability, and validity data were collected based on a representative sample of U.S. students. Additionally, the psychometric properties of all the aimswebPlus measures were evaluated to meet Pearson’s and industry standards during the field testing process” (Pearson, 2016). Our guided reading assessments are created by the internationally renowned Teachers College Reading Writing Project (TCRWP) at Columbia University. Most of the TCRWP assessments that we give are the ones mandated by New York City as Measures of Student Learning (MoSL).

For these reasons, we are proud that each year an average of over 69% of our students are meeting or exceeding standards based on these assessments. Furthermore, when we look at

students who did not meet the standard, we see growth. So while we want all students to be at grade level, we celebrate the progress of every reader, no matter his/her ultimate score.

We use Singapore math as the foundational pedagogy of our innovative math program, which emphasizes students' development of the following core understandings: number facts, number sense, patterns, visualization, and communication. Problem solving and critical thinking are also crucial pieces of our curriculum. The chart below represents student performance in math as measured by the AIMSweb computation assessment, which we use in conjunction with classroom assessments to assess the efficacy of our innovative math program. The AIMSweb assessment is useful for data analysis because it is nationally normed, covers a variety of skills, and can be graded objectively. However, we also value the process and critical thinking skills that can be demonstrated on classroom assessments. Consequently, when analyzing student progress, we consider both types of assessments.

Table 6: Percentage of Students Meeting or Exceeding Standards at end of the Year on AIMSweb Computation Assessments

Source: Data pulled from AIMSweb

	K	1	2	3	4	5	Schoolwide Average
2016-2017	93%	84%	55%	66%	73%	93%	77%
2017-2018	73%	64%	55%	68%	66%	64%	65%
2018-2019	75%	80%	56%	60%	93%	82%	74%

With over half of our students performing at or above standard on the AIMSweb computation assessment, we are confident that our math program is meeting the needs of the community. When we look at this data in conjunction with CAASPP scores, we acknowledge that there are still steps that can be taken to improve our program. Those considerations are outlined in the section titled "Opportunities for Growth."

Project Based Learning (PBL) and constructivism are the driving forces behind our innovative history-social science and science instruction. With PBL, students are taught science and history-social science standards through meaningful learning opportunities that have real life applications and that teach 21st century skills such as critical thinking, problem solving, collaboration, communication, synthesis of information, and creativity. PBL is supported and deepened by field trips to places such as downtown Los Angeles, fire stations, The Natural History Museum, Catalina Island Marine Institute, and Vasquez Rocks.

The most compelling indicator of the success of our innovative history-social science and science curriculum is a high rate of student engagement in the curriculum. Rather than assigning reading from a textbook, teachers create hands on experiences that compel students to explore and question the world around them. Each day, students are engaged in activities such as

analyzing primary sources from the Revolutionary War, building structures like Tuli huts and marble mazes, working in the garden, and monitoring the eggs that the hen in their classroom is hatching. The units of study that are outlined in section 11 highlight experiences that are engaging and characteristic of our work in PBL.

Not only do assessments and narratives demonstrate the success of our curriculum, but so do results from our parent survey. While our strategies and methods are neither traditional nor the manner in which most parents were educated, we do find program satisfaction among our parents. In our 2018-2019 Program Evaluation Survey, 95.5% of parents who responded indicated that they were either “very satisfied” or “satisfied” with how VCES is achieving the goals set forth in the mission. Similarly, 90% were “very satisfied” or “satisfied” with the overall academic program offered at VCES, resulting in 98% of parents saying that they would recommend VCES to a friend. Our parents have faith and belief in the program as evidenced by their participation in the school community and their responses on the survey. Their satisfaction with the school is one more indicator of how our educational program is meeting the needs of the community.

Pearson. (2016). “AIMSweb Plus development manual.” Minnesota: Pearson.

Meeting the specific needs of our student population, including subgroups. We are confident that the innovative features of our educational program are contributing to the growth of all students including those in our subgroups. While we have always valued diversity and identified ourselves as *diverse by design*, we have made social justice and anti-bias education a focus in the last year. This work has been guided by four VCES teachers and our executive director, in conjunction with teachers at Valley Charter Middle School. After their participation in Community Roots Charter’s Anti-bias and Social Justice Institute, the team facilitated discussions that enabled teachers to evaluate curriculum with a social justice and diversity lens in mind. Research shows that this work has a positive impact on all students’ achievement, but especially the proficiency rates of students in our Latino and socioeconomically disadvantaged subgroups. In their article titled “Culturally Responsive Teaching and High-Performing Schools that Serve Diverse Populations,” Johnson and Willis wrote, “Culturally responsive teaching offers a compelling hypothesis for improving educational outcomes for millions of underserved African American, Latina/o, Native American, and Native Hawaiian students. It suggests that these students are more likely to learn and achieve when communication, curricula, and instruction are shaped in ways that acknowledge, honor, and reflect their language, heritage, prior knowledge, and learning styles” (Johnson & Willis, 2013, p. 436). With abundant research to support the efficacy of social justice, diversity, and equity in education, these topics will continue to be a focus during the upcoming charter term.

VCES has three numerically significant subgroups, which are Latino, socioeconomically disadvantaged, and White. Tables 7, 8, and 9 below indicate the percentage of students within a subgroup that met or exceeded standards on a given assessment during a school year. As the tables indicate, all three subgroups have made progress on each assessment over a three-year period with the exception of students in the White subgroup, who declined 8% on the math computation assessment. By the end of the 2018-2019 school year, at least 60% of the students in our subgroups were meeting or exceeding grade level benchmarks on all internal assessments. While we are pleased with this fact, we also note it as an area for growth because there is an

achievement gap between the overall performance rate of our students and the proficiency rates of our socioeconomically disadvantaged students and Latino students.

Table 7: Percentage of Students in the Latino Subgroup Meeting or Exceeding Standards at end of the Year as Determined by Internal and Statewide Assessments

Sources: Internal Data, AIMSweb and LAUSD data set

	AIMSweb Fluency Grades 1-5	AIMSweb Math Computation K-5	Guided Reading Assessments K-5	CAASPP ELA Grades 3-5	CAASPP Math Grades 3-5
2016-2017	59%	66%	54%	42%	49%
2017-2018	63%	59%	62%	50%	42%
2018-2019	60%	68%	60%		
Change	+1%	+2%	+6%		

Table 8: Percentage of Students in the Socioeconomically Disadvantaged Subgroup Meeting or Exceeding Standards at end of the Year as Determined by Internal and Statewide Assessments

Sources: Internal Data Tracking through Excel and LAUSD data set

	AIMSweb Fluency Grades 1-5	AIMSweb Math Computation K-5	Guided Reading Assessments K-5	CAASPP ELA Grades 3-5	CAASPP Math Grades 3-5
2016-2017	56%	66%	52%	32%	42%
2017-2018	71%	58%	62%	45%	38%
2018-2019	61%	70%	61%		
Change over the 3 year period	+5%	+4%	+9%		

Table 9: Percentage of Students in the White Subgroup Meeting or Exceeding Standards at end of the Year as Determined by Internal and Statewide Assessments

Sources: Internal Data Tracking through Excel and LAUSD data set

	AIMSweb Fluency Grades 1-5	AIMSweb Math Computation K-5	Guided Reading Assessments K-5	CAASPP ELA Grades 3-5	CAASPP Math Grades 3-5
2016-2017	81%	82%	79%	77%	70%
2017-2018	80%	73%	82%	80%	69%

	AIMSweb Fluency Grades 1-5	AIMSweb Math Computation K-5	Guided Reading Assessments K-5	CAASPP ELA Grades 3-5	CAASPP Math Grades 3-5
2018-2019	84%	74%	84%		
Change over the 3 year period	+3%	-8%	+5%		

Johnson, J. & Willis, C. (2013). Culturally responsive teaching and high-performing schools that serve diverse populations. In L. Tillman & J. Scheurich (Eds.), *Handbook of research on educational leadership for equity and diversity* (pp. 436-458). New York: Routledge.

Opportunities for growth. While we are incredibly proud of the academic program we have put into place, a review of the data above reveals opportunities for growth. We have given thought to how to improve in these areas of challenge to ensure that all students make necessary progress and many of these changes have already been put into place. The first opportunity for growth is increasing the math proficiency of all students and specifically our Latino and White students as measured by the CAASPP. The second goal is to increase the reading proficiency of our Latino and socioeconomically disadvantaged students as measured by internal assessments.

The first challenge we noted is student performance on the CAASPP math assessment. While proficiency rates have been consistently above the RSM, we recognize that scores have declined from 69% to 57.58% between 2016 and 2018 and the gap between RSM and VCES is decreasing. In this same time period, the proficiency rates of our socioeconomically disadvantaged students have increased, but this is not the case for our Latino and White students. For this reason, we are determined to increase the math proficiency of all of our students. We believe this can be accomplished by working with a consultant to evaluate our pacing plans, so that we ensure each concept is taught before testing. Additionally, our new teachers are required to attend summer training with our math consultant. We have identified word problems as an area of need, since we have observed that they are especially challenging for struggling readers. Therefore, we anticipate that the addition of a reading specialist will positively impact math performance as well as reading. Lastly, we will utilize the Student Success and Progress Team (SSPT) process to monitor the progress of specific students who are not meeting proficiency or growth markers, with careful attention to students identified as part of a subgroup.

The second opportunity for growth that we identified is increasing reading achievement for socioeconomically disadvantaged and Latino students as measured by internal reading assessments. This goal is appropriate for the needs of our students because although the gap has decreased over the last three years, students in these subgroups are still performing about 10% lower than the schoolwide average. To accomplish this aim, during the 2018-2019 school year we added a reading specialist position to our faculty. The addition of a reading specialist enables us to meet the needs of our below level readers. Through five six-week long intervention cycles, this teacher is able to meet with nearly $\frac{1}{4}$ of our student population, with priority given to students in subgroups. Students meet with the reading specialist individually or in a small group for thirty minutes three times a week to practice comprehension and/or phonics skills. Consistent

with our belief that curriculum is stronger when teachers develop it in collaboration, we provide substitutes so that teachers have extended release time twice a year to revise reading and writing units, to be sure they meet the needs of the learners in these subgroups.

Student Population to be Served

3. Target population. Valley Charter Elementary School has grown in popularity in the San Fernando Valley. VCES' target student population is students in transitional kindergarten through fifth grade. Parents who are seeking a hands-on, inquiry based learning environment for their children are most interested in our school as an alternative to a traditional local public school.

When we opened, our socio-economic and ethnic diversity did not represent the make-up we indicated in our school's mission and vision. We have worked, and will continue to work, to increase the diversity of our community. As represented in the data below, we have seen a steady increase in diversity since 2010. This was accomplished by adding a 25% priority in our random public drawing procedures for students who qualify for federal school assistance programs under Title I. This has helped VCES increase our total Title I percentage from 23% in 2010-11 to 40% in 2018-19. We have also noticed that the Gledhill (local school) priority has increased our ethnic diversity. Since adding more students from our immediate local neighborhood, we are more representative of the diverse make-up of the community in which we are located. Table 10 illustrates this change in our socio-economic and ethnic diversity in numerical form.

Table 10: VCES Student Socio-Economic and Ethnic Diversity Data 2010-2019

Sources: CALPADS

School Year	Student Enrollment	Title I	White	Hispanic	African American /Black	Asian or Pacific Islander	Amer. Indian/ Alaskan Native
2010-11	124	23%	65%	28%	2%	2%	2%
2011-12	173	21%	65%	28%	2%	2%	2%
2012-13	218	22%	63%	31%	1%	3%	2%
2013-14	263	26%	59%	34%	2%	3%	2%
2014-15	264	29%	54%	33%	3%	8%	2%
2015-16	264	19%	50%	35%	1%	6%	0%
2016-17	263	26%	48%	35%	2%	9%	0%
2017-18	264	31%	41%	41%	3%	10%	0%
2018-19	264	40%	33%	47%	2%	4%	0%

4. Five-year enrollment plan. Our enrollment plan remains constant for each of the five years. We anticipate a total enrollment of 276 students, with 46 in each grade level. Table 11 indicates the total number of students that we plan to serve in each year of the charter term.

Table 11: Enrollment Roll-Out Plan

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	46	46	46	46	46
1	46	46	46	46	46
2	46	46	46	46	46
3	46	46	46	46	46
4	46	46	46	46	46
5	46	46	46	46	46
Total	276	276	276	276	276

Goals and Philosophy

5. School vision and mission statement. Our mission and vision statements reflect our promise that we make to the community we serve and they are aligned with the values of our educational program.

Our mission statement. The mission of Valley Charter Elementary School is to provide a holistic and exceptional education to a diverse student body, cultivating in students intellectual curiosity, collaboration, respect for others, and a passion for excellence.

Our vision. The purpose of Valley Charter Schools is to enable students to become thinking, fulfilled, caring individuals with sensitivity to, and understanding of, the diverse environment and society in which we live. We believe all children deserve a meaningful education that realizes their potential and by which students discover their own unique talents and gifts. We believe learning happens best when students work across disciplines, solve new problems, work in teams, take initiative, and responsible risks. At VCES, teachers, not textbooks, know students best; therefore, our collaborative teachers drive instruction. We strive to develop and communicate best practices, and mentor others as we have been mentored. We believe communities can come together to build great schools where academic excellence is available to all children.

6. Definition of an educated person for the 21st Century. VCES’s definition of an “educated person in the 21st century” draws upon The Organization for Economic Co-operation and Development (OECD) and their entity Program for International Students Assessment (PISA) concepts’ of global competence and Howard Gardner’s theory of Multiple Intelligences (1983). This vision is reinforced in our curriculum design, our communication with families, and our mission and vision.



To us, the concept of *global competence* includes the qualities and actions put forth by PISA and OECD (2018) in their figure to the left titled “The Dimensions of Global Competence,” which was included in PISA’s 2018 publication “Preparing our Youth for an Inclusive and Sustainable World.” By designing curriculum that promotes collaboration, perspective taking, a critique of social issues, and communication skills, the VCES faculty is developing students’ global competence. As global citizens and future voters, VCES students need to be prepared to live in multi-cultural communities, to communicate clearly, and to have an understanding of their impact on the world around them.

We believe an educated person in the 21st century is one who possesses the skills and attitudes encompassed by global competence as described above. We also value the multiple ways of knowing and learning that Howard Gardner puts forth in his seminal work *Frames of Mind* (1983). Below we have correlated our definition of a person in the 21st century with Gardner’s multiple intelligences:

- Effectively communicates: writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums, seeks to master at least two languages (Interpersonal, Intrapersonal, Musical and Linguistic Intelligences)
- Continually learns: seeks to develop skills and acquire knowledge in all realms and at all times, obtains multiple perspectives, maintains an open-mind and a willingness to change in response to data, reflects on new experiences and information (Interpersonal, Intrapersonal, Logical-Mathematical, Linguistic, Naturalistic Intelligences)
- Assertively perseveres: when problems cannot be solved readily or when faced with criticism and disappointment, maintains focus and self-discipline, works through struggles and setbacks, attempts trials, examines errors, tries harder, tries differently, tries again (Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic Intelligences)

Students who are educated at a school, such as VCES, are not just learning curriculum, but they are learning skills that will contribute to their success in college, a career, and life in general. For example, by developing effective communicators, students are prepared to confidently share their thinking with classmates in college or their colleagues at work. Students who are accustomed to learning alongside people from different backgrounds are prepared to work with a diverse group of people locally or internationally. Similarly, we are preparing students who understand the value and limitations of technology. They will be able to communicate information they researched on the computer through a type-written document, but they will also

understand the importance of in-person communication. Our high expectations for technology related etiquette reinforce the importance of decorum when working with technology.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

The Organization for Economic Co-operation and Development. (2018). *Preparing our youth for Inclusive and Sustainable World: The OECD PISA global competence framework*. Retrieved from: <https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

7. Learning theories. Great care, consideration, and research went into choosing the learning theories and concepts that function as the cornerstones of our curriculum and these theories reflect how we believe learning best occurs. The primary theory that we espouse is constructivism and the innovative features of our curriculum have been intentionally chosen because they align with this theory. VCES also values the concepts of project based learning, which are closely aligned with constructivism, data-driven teaching, and social-emotional learning. We feel the combination of these approaches facilitate student mastery of both state standards and social-emotional learning goals because they align with the needs of the community we serve.

Constructivism. VCES teachers implement learning experiences grounded in constructivist learning theory. Based on the work of renowned Swedish psychologist Jean Piaget, constructivism honors children's intelligence and unique process of learning. The constructivist approach to teaching and learning invites students to experience concepts "as a process of knowledge generation in which prior knowledge is elaborated and changed on the basis of fresh meanings negotiated with peers and teacher" (Watts, 2013, p.51). Although there is value in direct instruction, the role of the teacher is to carefully design experiences that invite students to create their own understanding by relating new learning to their schema.

Through our use of the constructivist approach VCES is committed to providing learning experiences that challenge students to create, question, analyze, and synthesize information to a higher level of meaning. This is accomplished through a commitment to student work and talk, over teacher talk. Students work in flexible groups when solving problems in math or PBL. The emphasis is on the process of deriving an answer, conducting an experiment, or creating a project, rather than the end result. In writing, students are not given prompts about which to write. Rather, they are given instruction in a genre, and they are the ones that gather ideas, revise their piece, and edit it on their own. Teachers function as a guide throughout unit by explicitly teaching strategies, but teachers respect the intelligence and learning process of the child and let them create a publication that reflects their perspective, passions, and academic ability. In reading workshop, the majority of the time is spent on reading, rather than on scripted lessons and worksheets. Students are constructing a reading identity when they are applying strategies that are appropriate for their reading skills. Whether in read aloud or reading workshop, teachers ask questions and introduce children to quality literature that not only develops their reading skills, but that constructs their understanding of the world around them.

A key feature of constructivism is self-determination. Watts (2013) likens self-determination to reflection and metacognition when he wrote, "There is a clear strand through constructivism that

the person at the centre of the enquiry is not just ‘an active meaning maker’ but knows s(he) is too” (p. 52). Throughout a lesson and/or unit, VCES students are given multiple opportunities to reflect on the process and their new learning. One example of this is during the third and fourth grade joint engineering unit. After students build their first Rube Goldberg machine they reflect on the communication among group members, their individual role in the construction process, and the factors contributing to the success or failure of their final product. They also make a list of what lessons about engineering their initial struggles have taught them. This is just one example of how teachers at VCES facilitate reflective discussions to help students construct understanding.

Constructivist schools have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and English learners, are given the opportunity to attend a school like VCES, their test scores and more importantly their self-confidence and whole development excel (Amaral, Garrison, & Klentschy, 2002). Constructivism is aligned to the needs of the students we serve because students are taught how to connect what they already know with new learning, thus honoring the previous experiences of all students. Students are encouraged to ask questions and pursue their own line of inquiry.

Amaral, O., Garrison, L., & Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal*, 26(2), 213-239. Doi: 10.1080/15235882.2002.10668709

Watts, M. (2013). Constructivism, re-constructivism, and task-oriented problem solving. In P. Fensham, R. Gunstone, and R. White (Eds.), *The content of science: A constructive approach to its teaching and learning* (pp. 39-58). New York: Routledge.

Project based learning. A constructivist approach combined with project based learning (PBL) is an effective way to develop an enduring conceptual understanding. VCES defines PBL as a curricular and pedagogical strategy that organizes learning around projects. In this framework, students are involved in planning, problem-solving, decision-making, and investigation. Students work cooperatively over extended periods of time to reflect on their work and receive and incorporate feedback. Through project based learning, students are given meaningful learning opportunities that are based in the real world, that have real life applications, and that teach them 21st century skills. “PBL is one of the best ways to be sure 21st century skills are explicitly taught, because well-designed projects require them” (Hallerman, Larmer, & Mergendoller, 2011, p.9). VCES teachers design units that require critical thinking, problem solving, collaboration, communication, synthesis of information, and creativity. PBL also aligns well with a standards-based curriculum. Educators in several research studies have demonstrated that standards can easily be met using the project based approach, and that students who struggled to meet these standards in traditional classrooms were successful in classrooms that implemented PBL (Barron & Darling-Hammond, 2008). Many ideas embodied in the Common Core State Standards, including the weaving of literacy and communication into all curricular areas and a focus on explaining one’s thinking process, are fundamental in both constructivist and project based learning.

In order for VCES to implement a PBL project, its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) on the part of students and be aligned to CCSS. If the central activities of the project represent no

difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a PBL.

VCES' teachers create their own projects and lessons that are aligned with CCSS. The unit begins with teachers presenting a driving question to their students. This question is developed with the student learning outcomes in mind and is based on the CCSS and content standards. The students then spend time thinking about what they need to know to answer the question. A list is generated by the students and that list is used to guide the project. The list is referred to throughout the project to support the teacher in guiding instruction and students in their research and learning. Then, students spend weeks working individually or in small groups to answer the question. During the project time of the day, students have a variety of experiences, including independent and small group work, observations and experiments, concrete and abstract thought, and instruction and inquiry. Through this form of project based instruction, VCES creates a learning environment in which teachers are facilitators and students are learners and doers.

For ELs and socioeconomically disadvantaged students, PBL takes on additional importance. The collaborative activities inherent to PBL provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task, rather than the language, provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral, Garrison, & Klentschy, 2002). Research also indicates that the use of projects increases student motivation, prepares students for college and careers, positively impacts standardized testing results, and creates new pathways for educators to build relationships with community resources and parents (Larmer, Mergendoller, & Boss, 2015).

Amaral, O., Garrison, L., & Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal*, 26(2), 213-239. Doi: 10.1080/15235882.2002.10668709

Barron, B. & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. In *Powerful learning: What we know about teaching for understanding* (pp. 11-70). San Francisco, California: Jossey-Bass.

Hallerman, S., Larmer, J., & Mergendoller, J. (2011). *PBL in the Elementary Grades*. California: Buck Institute for Education.

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project-based learning: A proven approach to rigorous classroom instruction*. Virginia: ASCD.

Data-driven instruction. Our instructional program is driven by student data. At VCES, this means that doing what Paul Bambrick-Santoyo refers to as turning “the school focus from ‘what was taught’ to ‘what was learned’” (Bambrick-Santoyo, 2010, p. xxxv). The principal engages teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, VCES systematically collects and analyzes student data on key proficiency indicators. Data is collected through the implementation of a robust set of diagnostic and norm-referenced benchmark assessments and provide continuous information about student progress towards standards. For example, VCES teachers use the Teachers College Reading and Writing

Project (TCRWP) Reading Assessments (Levels A-Z) to assess students' independent reading levels and AIMSweb to assess reading fluency and mathematics computation fluency. All of these assessments are used at least three times a year as benchmarks for student progress. The TCRWP assessments are analyzed, so teachers can identify specific student needs in the area of reading and support students individually or in small strategy groups. The progress monitoring feature of AIMSweb fluency is used either weekly or monthly to track students not meeting grade level expectations for fluency.

Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency, rather than behavior, homework completion, or compliance.

VCES data is stored in Excel spreadsheets, which allow teachers and the principal to monitor student growth and to identify patterns of achievement that can be addressed through instructional and behavioral practices. Grade level teachers are provided with common planning time each week, which they use to examine data and make data-driven curricular decisions. The principal and teachers monitor the progress of all subgroups. Any problematic data trends are directly addressed through meetings with individual teachers and through the examination of classroom practices. Teachers use the data to design curriculum to help raise the achievement of all students and to close any gaps that may exist.

Our commitment to data-driven instruction ensures that students at all proficiency levels are being appropriately challenged. After analyzing data, teachers decide what strategy is appropriate for that student. These decisions are made with the work of Lev Vygotsky in mind. In his seminal work, *Mind in Society: The Development of Higher Psychological Processes* (1978), Vygotsky wrote, "The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in the embryonic state. These functions could be termed "buds" or "flowers" of development rather than the "fruits" of development" (pg. 86). VCES teachers use data to teach to students zone of proximal development (ZPD).

This is crucial to meeting the needs of learners because each student receives differentiated instruction that is appropriate for him/her. During ten-minute minilessons, students are exposed to grade level material, regardless of their proficiency level. Then during independent work time, teachers lead small groups that focus on strategies that teach to students' ZPD. Teachers can then informally or formally assess student progress towards this individualized goal and use that data to drive their next instructional decision.

Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Vygotsky, L. S. & Cole, M. (Ed.) (1978). *Mind in society: the development of higher psychological processes*. Cambridge: Harvard University Press.

Social-emotional learning. At VCES, we value the education of the whole child. Therefore, while we design our curriculum around the CCSS, we are attuned to the social and emotional needs of our students. Linda Darling-Hammond makes explicit the need for social emotional learning in school when she wrote, "I have no doubt that the survival of the human race depends

at least as much on the cultivation of social and emotional intelligence as it does on the development of technical knowledge and skills” (2016, p. xi). VCES agrees with Darling-Hammond’s assessment of the urgency and importance of social-emotional learning (SEL).

SEL is comprised of five essential skills (Weissberg et al., 2016). Self-awareness refers to a person’s ability to accurately assess one’s personal strengths and areas for growth. Self-management is the term used to describe a person’s ability to persevere, resist temptation, and control impulses. The phrase social awareness is used to refer to a person’s capacity for understanding and appreciating the perspectives and life experiences of people different from themselves. The fourth component is relationship skills, which encompass interactions and social norms. Lastly, responsible decision-making refers to a person’s ability to consider legal, ethical, safety, and social factors when making a decision.

One way that VCES executes the tenants of SEL is through problem solving. When students have a conflict, teachers encourage the students to use “I statements”, understand the other child’s perspective, and come to a conclusion that is amenable to all involved. Students leave conversations about conflict feeling heard and prepared to solve future problems in a similar way. This work is supported by school-wide implementation of Cool Tools. Cool Tools provide a common language for students to use when solving conflicts or when interacting with others. For example, *bubble space* teaches children to recognize spatial boundaries with their peers, while *the toothpaste challenge* reminds them that once harsh words are said, they can’t be taken back.

Attention to social and emotional learning is one way we meet the needs of the student population we serve. Students’ sense of belonging, a feeling of safety, and a connection to peers and teachers have a positive correlation with academic success and growth in the area of social-emotional learning (Williford & Wolcott, 2016). In order for all students to be successful academically, they need to build their SEL capacities. This not only prepares them for a future in academia, but for success in their careers and relationships.

Darling-Hammond, L. (2016). Social and emotional learning: Critical skills for building healthy schools. In J. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (xi-xiii). New York: Guildford Press.

Weissberg, R., Durlak, J. Domitrovich, C., & Gullotta, T. (2016). Social and emotional learning: Past, present, and future. In J. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (3-19). New York: Guildford Press.

Williford, A. & Wolcott, S. (2016). SEL and student-teacher relationships. In J. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (xi-xiii). New York: Guildford Press.

8. Requirements of Education Code §47605(b)(5)(A)(ii)

LCFF STATE PRIORITIES

GOAL #1

VCES students in grades 3-5 will demonstrate improved proficiency in English/Language Arts state standards that are measured by the California Assessment of Student Performance and Progress (CAASPP) and test participation rate will be at least 95%.

Related State Priorities:

☒1 ☒4 ☒7
☒2 ☒5 ☒8
☐3 ☐6

Local Priorities:

☐1 ☐3 ☐5
☐2 ☐4

Specific Annual Actions to Achieve Goal

Action 1: Our professional development will focus on interactive read aloud. Interactive read aloud is a critical opportunity for students to practice strategies in the context of a book with teacher support and for them to see a teacher model these strategies. Students can then apply these strategies to their independent reading. We will also use funds to purchase high quality picture books for these interactive read alouds.

Action 2: Professional development is critical for student success. We have designated funds for teachers to attend conferences that focus on readers workshop, writers workshop, and phonics.

Action 3: We will allot funds for substitute teachers, so that teachers have release time for planning interactive read aloud and writing units.

Action 4: The addition of a reading specialist enables us to meet the needs of our below level readers. Through five six-week long intervention cycles, this teacher is able to meet with nearly of our student population. Students meet with the teacher individually or in a small group for thirty minutes three times a week.

Action 5: We will promote attendance rate of 97% for our chronically absent students to ensure these students have full access to the curriculum, thus impacting their achievement. For chronically absent students, parents will be called after 5th absence to discuss the importance of coming to school everyday, and parent conferences will be held after the 7th absence to develop a plan of action to ensure students do not continue to miss school.

Expected Annual Measurable Outcomes

Measurable Outcome: Schoolwide CAASPP ELA proficiency scores will increase by 2%.

Metric/Method for Measuring: CAASPP ELA Assessment

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	66%	68%	70%	72%	74%	76%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	45%	47%	49%	51%	53%	55%

Students with Disabilities	*	*	*	*	*	*
Latino Students	50%	52%	54%	56%	58%	60%
White Students	80%	82%	84%	86%	88%	90%

LCFF STATE PRIORITIES

GOAL #2

VCES students in grades 3-5 will demonstrate improved proficiency in math state standards that are measured by the California Assessment of Student Performance and Progress (CAASPP) and test participation will be at least 95%.

Related State Priorities:

☒1 ☒4 ☒7
☒2 ☒5 ☒8
☐3 ☐6

Local Priorities:

☐1 ☐3 ☐5
☐2 ☐4

Specific Annual Actions to Achieve Goal

Action 1: Upon reflection, we feel that some more work should be done around pacing plans. While we try to teach to each concept thoroughly, the unintended consequence is that some concepts are not taught before testing. To remedy this, we will work with a consultant to reflect on and adjust pacing plans in all grade levels.

Action 2: Money is allocated for any new teacher and his/her grade level partner to attend summer training with a consultant who has expertise in Singapore Math.

Action 3: We have identified word problems as an area of need, since we have observed that they are especially challenging for struggling readers. Therefore, we anticipate that the funds we've put towards reading intervention and professional development, will positively impact math performance as well.

Action 4: We will promote attendance rate of 97% for our chronically absent students to ensure these students have full access to the curriculum, thus impacting their achievement. For chronically absent students, parents will be called after 5th absence to discuss the importance of coming to school everyday, and parent conferences will be held after the 7th absence to develop a plan of action to ensure students do not continue to miss school.

Expected Annual Measurable Outcomes

Outcome #1: Schoolwide CAASPP Math proficiency scores will increase by 2%.

Metric/Method for Measuring: CAASPP Math Assessment

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners	*	*	*	*	*	*

Socioecon. Disadv./Low Income Students	38%	40%	42%	44%	46%	48%
Students with Disabilities	*	*	*	*	*	*
Latino Students	42%	44%	46%	48%	50%	52%
White Students	69%	71%	73%	75%	77%	79%

LCFF STATE PRIORITIES

GOAL #3

VCES reclassification rate of English Learners (EL) will increase so that it meets or exceeds the reclassification rate of these students' resident schools and the school district with the goal of reclassifying all EL students by fifth grade.

Related State Priorities:

- ☒1 ☒4 ☒7
☒2 ☐5 ☒8
☐3 ☐6

Local Priorities:

- ☐1 ☒3 ☒5
☐2 ☒4

Specific Annual Actions to Achieve Goal

Action 1: English learners are given priority for small group and one-on-one reading instruction that is provided by our reading specialist. This teacher is able to provide designated instruction that specifically focuses on increasing language acquisition and listening and speaking skills. These groups will increase in frequency next year.

Action 2: Funds are allotted for twelve teaching assistants to work with students five hours a day. These assistants are able to meet with English learners to provide additional support as determined by teachers. This support may take the form of mirrored lessons, which is when the assistant teaches the same lesson the teacher is teaching, but to a small group.

Expected Annual Measurable Outcomes

Outcome #1: We will increase our reclassification rate by 2% based on ELPAC scores and CAASPP scores when applicable.

Metric/Method for Measuring: Annual ELPAC results

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	*	*	*	*	*	*
English Learners (Reclassification rate)	46%	48%	50%	52%	54%	56%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES						
GOAL #4						
All VCES students (in addition to our significant subgroups) will increase their reading comprehension and fluency.	Related State Priorities:					
	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7			
	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8			
	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6				
	Local Priorities:					
	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 5			
	<input type="checkbox"/> 2	<input type="checkbox"/> 4				
Specific Annual Actions to Achieve Goal						
<p>Action 1: Fluency is assessed using a program called AIMSweb, for which we pay a subscription. This program is used to assess all students three times a year and to monitor the progress of below level readers on a bi-weekly basis.</p> <p>Action 2: Our reading intervention teacher gives priority to below level readers who are in one of these two subgroups. This intervention focuses on fluency, phonics, phonemic awareness, and reading comprehension. Five six-week long sessions will be provided next year. Students meet with the reading intervention teacher three times a week for thirty minutes.</p> <p>Action 3: One of our reading intervention teachers responsibilities is to lead the student success and progress team (SSPT). This is comprised of the reading intervention teacher, one designated classroom teacher, and administration. The team meets with the teachers and parents of students who are struggling. Three goals are set and then an intervention is provided over six weeks. This process has been especially helpful in tracking the progress of and meeting the needs of our low income and Latino students.</p> <p>Action 4: We are committed to having large classroom libraries, so that students of all income levels have books for home and school use.</p> <p>Action 5: Parent education is a critical component of student progress, especially because of our schools emphasis on time on text at home and school. We will host parent meetings in English and Spanish, so that parents have tools to support their child's reading development regardless of his/her home language. These meetings draw on the expertise and skills of the reading intervention teacher, the principal, and the office manager.</p>						
Expected Annual Measurable Outcomes						
Outcome #1: Reading fluency will increase 5% as measured by AIMSweb.						
Metric/Method for Measuring: AIMSweb Reading Fluency Assessment						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	71%	76%	81%	Maintain	Maintain	Maintain

English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	60%	65%	70%	Maintain	Maintain	Maintain
Students with Disabilities	60%	65%	70%	Maintain	Maintain	Maintain
Latino Students	*	*	*	*	*	*
White Students	84%	89%	Maintain	Maintain	Maintain	Maintain
Expected Annual Measurable Outcomes						
Outcome #2: Guided reading levels will increase 5% as measured by Teacher's College Guided Reading Assessments.						
Metric/Method for Measuring: Teacher's College Guided Reading Assessments.						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	71%	76%	81%	Maintain	Maintain	Maintain
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	54%	59%	64%	69%	74%	Maintain
Students with Disabilities	49.5%	44.5%	49.5%	54.5	59.5	64.5
Latino Students	*	*	*	*	*	*
White Students	84%	89%	Maintain	Maintain	Maintain	Maintain

LCFF STATE PRIORITIES	
GOAL #5	
All VCES students (in addition to our significant subgroups) will increase their computation and problem-solving skills.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
Specific Annual Actions to Achieve Goal	
<p>Action 1: Funds are allotted for twelve teaching assistants to work with students five hours a day. During math, these assistants are able to practice math facts with students. They also mirror lessons, so that they are teaching to a small group what the teacher is teaching to the whole class. This enables them to give immediate feedback to struggling students and to track their progress with the concept development and application of math facts.</p> <p>Action 2: One of our reading intervention teachers responsibilities is to lead the student success and progress team (SSPT). This is comprised of the reading intervention teacher, one designated classroom teacher, and</p>	

administration. The team meets with the teachers and parents of students who are struggling in math, reading, writing, or behavior. Three goals are set and then an intervention is provided over six weeks. These meetings have been especially beneficial for our Latino families, as we are able to give individualized examples to parents.

Action 3: Our math consultant has guided us through the use of sprints, which are one minute fluency exercises that increase in complexity across the 44 problems. After completing Sprint A, students correct their work and then do Sprint B, which covers the same topic, but uses different number sets. These written exercises are completed at least three times a week, so they require a significant number of copies. Teachers often send a sprint home for homework, as they are pretty universal no matter what language families speak at home or what country the parents were educated in.

Expected Annual Measurable Outcomes

Outcome #1: Math fluency will increase by 2%.

Metric/Method for Measuring: AIMSweb Math Fluency Assessment

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	74%	76%	78%	80%	Maintain	Maintain
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	70%	72%	74%	76%	Maintain	Maintain
Students with Disabilities	*	*	*	*	*	*
Latino Students	68%	70%	72%	74%	76%	Maintain
White Students	74%	76%	78%	80%	82%	84%

LCFF STATE PRIORITIES

GOAL #6

All VCES students will develop their social-emotional competencies in the areas of self-management, social awareness, growth mindset, grit, and self-efficacy. Students in grades 3-5 will be able to reflect on these skills and competencies through a nationally normed social-emotional learning survey.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☒ 5 ☒ 8
☐ 3 ☒ 6

Local Priorities:

☒ 1 ☒ 3 ☒ 5
☒ 2 ☒ 4

Specific Annual Actions to Achieve Goal

Action 1: Empower and support teachers in their work as they focus on improving student learning and developing a supportive and engaging curriculum that is integrated and interdisciplinary.

Action 2: Using the Cool Tools program, we will focus on key expectations that are used across the grade

levels and throughout the school community to establish our commitment to the teaching and reinforcement of positive behavior. These expectations will maintain a common language that reflects our school values.

Action 3: We will implement a project-based educational model that focuses on a student-centered, constructivist approach to teaching and learning, providing students with the tools for academic, social-emotional, creative and physical mastery.

Expected Annual Measurable Outcomes

Outcome #1: Grit results will increase to the 40th-59th percentile.

Metric/Method for Measuring: Panorama Education SEL Survey

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	20 th -39 th percentile	40 th -59 th percentile	60 th -70 th percentile	70 th -80 th percentile	80 th -99 th percentile	Maintain
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Self-efficacy results will increase to 60th – 79th percentile.

Metric/Method for Measuring: Panorama Education SEL Survey

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	40 th -59 th	60 th -79 th	80 th -99 th	Maintain	Maintain	Maintain
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: VCES' suspension rate will continue to be below 1%

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	0	<1%	<1%	<1%	<1%	<1%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

White Students	*	*	*	*	*	*
Outcome #4: VCES' expulsion rate will continue to fall below 1%						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	0	<1%	<1%	<1%	<1%	<1%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #7

VCES will offer a variety of ways for families to be engaged in their child's school experience.

Related State Priorities:

☐1 ☒4 ☐7
☐2 ☒5 ☐8
☒3 ☒6

Local Priorities:

☐1 ☒3 ☒5
☐2 ☐4

Specific Annual Actions to Achieve Goal

Action 1: Our principal has expertise in the area of social- emotional learning and she has led numerous parent education workshops that focus on parenting and home-school connections. We will draw on her experience to provide helpful parent education opportunities.

Action 2: We will host parent meetings in English and Spanish, so that parents have tools to support their child's development regardless of his/her home language. These meetings draw on the expertise and skills of the reading intervention teacher, the principal, and the office manager.

Action 3: During the 2018-2019 school year, we reached out to families to hear what volunteer opportunities are the most important to them. We also thought about which forms of engagement are important for student success from the schools standpoint. Looking towards next year, we will use this information to create a menu of ways for families to be engaged that honors the contributions of our diverse families.

Expected Annual Measurable Outcomes

Outcome #1: Total volunteer hours will increase by 5%.

Metric/Method for Measuring: We will measure this by documenting overall volunteer hours

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (Schoolwide)	3,792 hrs	3,982 hrs	3,792 hrs	4,181 hrs	4,390hrs	4,610 hrs
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: Outreach event participation will increase by 10%.						
Metric/Method for Measuring: We will measure this by documenting outreach volunteer hours						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	300 hrs	330 hrs	360 hrs	390 hrs	400 hrs	430 hrs
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

9. How these goals enable students to be self-motivated, competent, life-long learners. In addition to specific academic benchmark goals based on the CCSS and NGSS, VCES works towards developing self-motivated, competent, and life-long learners.

Developing self-motivated learners. VCES believes that self-motivation requires students to internalize the benefits of learning. Therefore, VCES seeks to connect students' personal interests and questions with curricular and extra-curricular opportunities. Students are empowered to choose projects that have personal meaning to them. By beginning with each student's interests and questions, VCES can provide students with the means of making connections between their studies, themselves, and life beyond the school's walls. Furthermore, VCES' emphasis on global competencies throughout the program fosters student appreciation for the many positive impacts their skills and abilities can have on the world.

Developing competent learners. The backward design approach that teachers take when creating lessons and curriculum and data-driven instruction ensure that learning objectives are met by students. In addition, the constructivist and project based teaching methodologies require students to reflect after formative assessments, a practice considered essential in improving student's understanding of the way they learn best. In these ways, students develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

Developing lifelong learners. A lifelong learner is one who has both the interest in and the ability to continue to learn outside a formal school setting. Our program, as described above in the context of developing competent and self-motivated learners, is also designed to inspire lifelong learning, which cannot be measured by standardized assessments. VCES's emphasis on

global understanding and responsible citizenship further fosters student appreciation for the many positive impacts their skills and abilities can have on the world.

Additional academic goals include mastery of the Common Core State Standards and the school's definition of an educated person. All curriculum designs are directly aligned with the CCSS. The standardized testing required by the State of California is just as much a part of our assessments as our faculty-constructed rubrics, project goals, student portfolios, and student projects. In addition, character development and social responsibility are inherent to our entire program, and they are assessed through student and teacher evaluations.

Instructional Design

Valley Charter Elementary School is a unique educational environment where instruction is delivered in a variety of research based ways. Educators at VCES employ teaching strategies that include direct instruction, student-led discussions, cooperative and collaborative learning, and inquiry-based activities as a basis for learning and solving authentic problems. The foundation of our curricular decisions and the motivation behind our selection of curricular materials and programs are steeped in our belief that children learn best in a rigorous, student-centered and project based learning environment. With the Common Core State Standards as our framework, our constructivist approach to teaching and learning guides students to become active and successful learners.

10. Overall curricular and instructional design. VCES is dedicated to developing each student's potential and to providing an intellectually challenging, experiential learning environment. Each classroom is staffed with an appropriately credentialed teacher and a teaching aid that is here for five hours a day. Additionally, we have a music teacher, a physical education teacher, a reading specialist, and a special education teacher. Our overall curricular and instructional design includes elements of a workshop approach to teaching, project based learning, and problem solving.

The workshop model provides the structure for our reading and writing instruction. With a short minilesson at the beginning of each day's work, students spend the majority of their time engaged in authentic experiences with reading and writing. The lessons they learn are designed to be transferrable from book to book and writing experience to writing experience, thus impressing upon them that they are life long readers and authors. Additional elements such as word work, read aloud, and shared reading, are used on a daily basis to support reading and writing workshops, which are the heart of our language arts curriculum. Our confidence in the efficacy of a workshop approach to teaching is supported by research that shows a correlation between time on text, higher order thinking and overall reading achievement. After an extensive meta-analysis that compared the impact of only direct instruction with time on text, Stephen Krashen (2004) concluded unequivocally that time on text is the single most important factor in a child's reading success. He emphasized this conclusion by stating, "Studies showing that reading enhances literacy development lead to what should be an uncontroversial conclusion: Reading is good for you. The research, however, supports a stronger conclusion: Reading is the only way, the only way to become good readers, develop a good writing style, an adequate vocabulary, advanced

"Studies showing that reading enhances literacy development lead to what should be an uncontroversial conclusion: Reading is good for you. The research, however, supports a stronger conclusion: Reading is the only way, the only way to become good readers, develop a good writing style, an adequate vocabulary, advanced grammatical competence, and the only way to become good spellers" (Krashen, 2004, p. 37).

grammatical competence, and the only way to become good spellers” (Krashen, 2004, p. 37). Reading workshop is designed to minimize teacher talk and maximize students’ time on text, with fifth graders reading for nearly sixty minutes in class each day. Teachers provide guidance through minilessons and strategy groups, but the majority of the workshop time is spent on applying the strategies while reading books at their differentiated level. Teachers carefully design their lessons to ensure that they are standards aligned, appropriately challenging, meeting the needs of the students, and concise. This is crucial so that time on text is protected. As Krashen directly states, the effects of ample reading time are so numerous that they extend well beyond reading.

Just as we design our reading curriculum to emphasize time on text, so to we value time spent producing writing throughout the writing process. At least four days a week, students in all grade levels write narratives, opinion pieces, or reports about topics that are of importance to them. Writing workshop is designed in the same way reading workshop is: to maximize student work time and minimize teacher talk time. During their writing time, students are progressing through the writing process. The concept of process writing was adapted for education in the 1970s under the guidance of renowned author and educator Donald Graves. When authors such as Graves reflected on their own approach to writing they found they followed a predictable process of gathering ideas, developing an idea, revising, editing and sharing their work with others. The writing process approach to writing instruction has been proven to be an effective method for elementary school students (Graham, et al., 2012). Consequently, this authentic process is the arch of each writing workshop unit.

While language arts instruction follows a workshop approach, our history-social science and science curriculum is project based by design. As stated in section 7, teachers create units so that students are given meaningful learning opportunities that are based in the real world, have real life applications, and that require problem solving. Educators in several research studies have demonstrated that standards can easily be met using the project based approach and that students who struggled to meet these standards in traditional classrooms were successful in classrooms that implemented PBL (Barron & Darling-Hammond, 2008). However, the research has found that the positive benefits of project based learning extend beyond history-social science and science curricular understanding. Through project based learning, students are given meaningful learning opportunities that are based in the real world, that have real life applications, and that teach them 21st century skills. Educators at Buck Institute for Education stated, “PBL is one of the best ways to be sure 21st century skills are explicitly taught, because well-designed projects require them” (Hallerman, Larmer, & Mergendoller, 2011, p.9). Similarly, a study by Duke and Halverson (2017) found positive gains in informational reading when students in high-poverty areas participated in project based learning units. Project based learning is consistent with many ideas embodied in the Common Core State Standards, including the weaving of literacy and communication into all curricular areas, and a focus on explaining one’s thinking process.

Lastly, our math instruction is designed with an emphasis on problem solving and critical thinking. Rather than memorizing a series of steps, our Singapore math instruction requires students to learn a skill conceptually before learning the algorithm. For this reason, math units are designed by following a progression from the concrete to the pictorial to the abstract (Singapore Math Inc., 2019). This approach is effective because it builds on students’ prior knowledge, always starting with a concept they have experienced before. During the concrete phase, students model problems by using manipulatives such as fraction pieces, counters, or

rekenreks, also known as an arithmetic racks that are a series of beads on rods. During the pictorial phase of learning, students are able to “make a mental connection between the physical objects to model problems” (Singapore Math Inc., 2019). The bar model is a quintessential part of this phase. Using bars, students illustrate what is known and what is unknown in a word problem, which enables them to see relationships between information. Finally, the abstract phase is when students can use numbers and math symbols to solve a problem. By following the pictorial to concrete to abstract design, students become adept at using mental math, at decomposing numbers, and at thinking flexibly about numbers (Singapore Math Inc., 2019).

Details about how we implement these research based elements of our curriculum and instruction’s design are described in greater detail in the subsequent section.

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11. Curriculum and instruction. Our curriculum is designed and revised to reflect the values that were enumerated above. The examples for each subject that are detailed below are just some of the innovative and rigorous ways that teachers address Common Core State Standards. For each subject, we have included innovative curricular components, references to enrichment and intervention, and resources that are utilized to strengthen the program.

English language arts, English language development, mathematics, history-social science, and science are considered core classes. Visual and performing arts, music, and physical education classes are non-core.

English Language Arts (Core). At VCES, we want our children to view themselves as readers and writers, not just in the classroom, but also in their daily lives. Because of this, we have adopted a workshop approach to teaching reading and writing that is more authentic than using a traditional scripted program. We also value having a balanced approach to our literacy instruction. To us, this means having a dedicated time for reading, writing, and word work each

day. Our language arts instruction is both explicit, through mini-lessons and direct instruction, and implicit, through read alouds and partner work. Children are constantly developing their language skills through their work in every subject. Below we have highlighted some of the key components of our balanced literacy instruction.

Reading workshop. Reading is taught through reading workshop. This approach to teaching uses a workshop structure where students are taught reading strategies that they then apply to independent books that are on their differentiated reading levels. We design this time to be both a print rich and talk rich part of our balanced literacy program. We value the opportunity for our “readers to talk about their books in genuine ways” (Collins, 2004, p. 21). Stamina and engagement are key to this sense, “For children to become better readers, they must read for long stretches of time, with just-right material, joyfully engaged in their reading. Without engagement during reading, this ‘time spent on reading’ doesn’t count” (Serravallo, 2010, p. 20). Students also work to replicate this work outside of the classroom, so that they are building a true reading life. The goal of reading workshop is to grow independent readers that can not only decode their books, but understand them at an inferential level.

On a daily basis, students participate in a predictable independent reading workshop. The workshop time begins with a 10-15 minute teacher led mini-lesson. Each mini-lesson includes a teaching point that focuses on a reading strategy, which is part of a unit of study. The teacher introduces the skill, models it using a mentor text, and invites students to participate in an active engagement piece that allows them to try out the skill on their own or with a reading partner. Students are then reminded of the skill and encouraged to apply it to their reading as they go off for independent reading time. Each classroom has a diverse library that houses books at all levels for students to be able to read at school and home. This independent time is anywhere from 20-50 minutes depending upon the grade level.

Independent reading allows for a multitude of both intervention and enrichment opportunities. Since students are reading *just right* books based on level and interest, they are able to appropriately challenge themselves in stamina, fluency, and comprehension (Calkins, 2010). Additionally, during this time the teacher is able to provide intervention by leading small strategy groups that are focused on skills that groups of readers need to move onto their next level of reading. These lessons often address behavior, fluency, monitoring for sense, literal comprehension, or inferential comprehension. These strategy groups meet for 7-10 minutes at a time. The teacher is also conferring in one-on-one sessions to meet each individual child’s needs.

In the lower grades (K-2), independent time also includes time for partners to read to one another and to discuss their books. In the upper grades (3-5), students are also meeting in partnerships or book clubs to talk about a book that they have both read. During some point of the reading workshop the teacher gives a mid-workshop interruption that will extend the skill taught during the mini-lesson. They might share what an individual reader is doing well to show the use of the skill. At the end of the reading workshop there is a share where students can meet with other partners or they can meet as a whole group to talk about how readers practice the reading skill introduced that day. Students in upper grades use reader response notebooks to write about what they are reading. Entries grow in depth and complexity as students move up in level and learn more strategies. There is a large emphasis on being able to talk and write richly about their books. We believe in the “power of print-rich, talk-rich, inviting classrooms” (Collins, 2004, p.

2). Readers focus on growing theories about their books and characters to show understanding at a more inferential level.

To create their own units, teachers look at the Common Core State Standards and then create units and teaching points that address these reading standards. In addition to looking at the standards, teachers consider the reading units developed at Columbia University Teachers College Reading and Writing Project and modify them to fit the needs of each individual class. Teachers backwards plan by first stating their goals for the unit of study and then developing individual teaching points that lead their students to accomplish these goals. As the grades progress units build from reading habits to genre studies. Units might be based on comprehension strategies, author studies, genre studies, or the development of their identity as readers. Examples of units covered include: Readers Build Good Habits, Readers Use Strategies to Figure Out Words, Readers Think and Talk About Books to Grow Ideas, Reader Use Word Power to Read and Understand their Books, Readers Pursue Their Interests in Books and Other Texts, and Readers Make Plans for Their Reading Lives (Collins, 2004, p. 46). Through small strategy group work that reinforces these teaching points and one-on-one conferences, teachers can be continually assessing students' mastery of these reading standards. We use the TCRWP Reading Assessments. These normed assessments allow us to evaluate students' individual levels in fluency, and literal and inferential comprehension. Teachers keep copious notes on each child. They record all teaching points taught to the students in both small group and one-on-one conferences. Teachers use data collected through observations and running records to plan future minilessons, small group, and individualized instruction.

Read Aloud. There is indisputable research that reading aloud to children is vital and a critical report the U.S. Department of Education even went so far as to write, "The single most important activity for building knowledge required for eventual success in reading is reading aloud to children" (Anderson, Hiebert, Scott and Wilkinson, 1985, p. 23). For this reason, reading aloud to children at all grade levels every day is an integral part of our curriculum. We have diverged from the traditional read aloud experience, where the teacher simply reads a chapter book aloud while the students passively listen, and we have started using interactive read alouds. This innovative approach to whole class read alouds has been developed by educational researchers such as Lester Laminack and Reba Wadsworth (2006), as well as Lucy Calkins (2001).

Interactive read aloud invites the students into a story with the teacher. During this time the teacher implicitly models how to use reading strategies by using an authentic reading experience, as opposed to a formal minilesson in workshop (Hoyt, 2007). The read aloud starts with a book introduction that briefly previews the skills students will use while listening. The teacher begins by reading a page or two of the book and then stop to model a skill. For example, she might think aloud about what the character's actions reveal about his personality. After modeling the skill, she continues to read and stops soon thereafter to have the children try this same skill by either writing in their notebooks or by turning and talking to a partner. While students are writing or talking, the teacher is able to circulate and coach students who need intervention. She is also able to use this time as an informal assessment to see how students are progressing with a skill. Sometimes the skills practiced in read aloud will be a preview of upcoming work or a review of skills taught months ago. By balancing students' experience with skills the teacher is able to assess the needs of her students. When a teacher notices gaps in a student's proficiency she can also make a note to meet with him/her during a reading workshop conference.

Careful planning is done to ensure that the skills and strategies practiced during interactive read aloud are consistent with the Common Core State Standards (CCSS), especially those in reading and listening and speaking. As opposed to a teacher who simply selects a chapter book and reads aloud one chapter a day, using interactive read alouds requires the teacher to plan places where he/she will stop and model, how support will be gradually released, and how to coordinate this work with other components of the balanced literacy program. This last part is perhaps most crucial to ensuring that the teacher is properly implementing the CCSS. By aligning the work done in reading workshop, interactive read aloud, and writing workshop, the teacher is not just exposing children to a standard, but truly teaching all aspects of that standard in a variety of contexts. Through read alouds teachers are also able to incorporate science and history-social science content into the literacy block. Teachers often select expository nonfiction and historical fiction books that expose children to the content standards in a different way.

Fluency/shared reading. Fluency is the ability to read a text accurately and effortlessly at an appropriate rate and with meaningful phrasing and intonation. Maryanne Wolf and Tami Katzir Cohen (2001) have further defined fluency as a “developmental process that involves all components of reading acquisition, including phonemic awareness and decoding skills, as well as a strong vocabulary, knowledge of grammatical functions, and knowledge of word roots and parts.” Our experience has confirmed what we know from research - there is a direct correlation between fluency and comprehension (Fuchs, Fuchs, Hosp, and Jenkins, 2001). Students who lack fluency often struggle to meet grade level comprehension expectations. Students who are not fluent readers often spend much of their energy decoding words, which leaves them with little time and energy to comprehend what they are reading. Consequently, it plays an important roll in our curriculum as we address the CCSS reading foundational skills.

One way that we address our students’ fluency needs is through shared reading. Shared reading promotes reading fluency, comprehension, vocabulary building, and a sense of community within our classrooms. Teachers carefully select the text that will be used for the week. It can be a poem, song, script, or passage from a book, and often ranges in genre. Shared reading also provides the opportunity to integrate the curriculum with history-social science or science reading.

The shared reading text is presented in a big book format, chart, or projected onto the whiteboard. The teacher initially models the reading and the students practice, paying attention to phrasing, intonation, expression, and how the punctuation informs the prosody. Hand motions may also be developed to help the children recall the words in the text. The second day allows for more chances to practice reading the text fluently and also delve deeper into comprehension work. Discussions arise about specific vocabulary and what the students envision as they read the text. By the third day, students are exhibiting more fluency with the text and are again focusing on comprehension or more specific phonics work such as rhyming, beginning sounds, and vowel sounds. On the fourth day, students again practice reading the text fluently, but can also focus on grammar and word work, such as punctuation, parts of speech, and contractions. The final day is reserved for practice and a performance of the text.

Fluency needs are also addressed during small group work and one-on-one instruction. Teachers use a variety of informal assessments and tracking systems to monitor students’ progress. We utilize a nationally normed assessment by monitoring fluency progress with the online program AIMSweb. Students are given benchmark assessments three times a year to track their fluency

growth. The focus of this assessment is words per minute. Benchmark goals are set at each level for the fall, winter, and spring. We more closely monitor student progress at weekly, monthly, or bi-monthly intervals for students who are not meeting the benchmark norms. Students are closely tracked and instruction is tailored to meet their fluency needs. Fluency intervention is given to any student who is struggling to meet grade level standards. Goals are also set for students exceeding grade level standards to ensure they are being challenged with their reading.

Writing workshop. We teach writing using the writing workshop structure. This approach, developed by educators at Columbia University's Teacher's College is based on the actual writing processes used by published authors such as Georgia Heard, Don Graves, Lucy Calkins, and Ralph Fletcher (The Reading and Writing Project, 2014). This innovative approach to teaching writing utilizes a workshop structure where students are not just *following* a process to produce a single piece of perfect writing, they are *using* the writing process to express themselves and "to do powerful things in the world in which they live" (Ray & Laminack, 2001, p.5).

Intervention is an integral part of the workshop approach to teaching. Through assessments, both formal and informal, teachers identify students' areas of need and then confer with them during independent work time. As Carl Anderson (2000) explains, the goal of these conferences is not to fix the students' writing, but to support them so that they "can do the work we teach them in today's conference on their own in future pieces" (p. 8). These conferences ensure that teachers are teaching to the standards, while differentiating and remediating instruction for students who need additional help or an extension of the work.

At the cornerstone of the writing workshop are mentor texts, which serve as the primary instructional material. Since writing workshop is based on the processes used by published authors, it is only reasonable that students are constantly referring to these texts to see examples of strategies they might use.

The writing workshop structure follows the same procedure as the reading workshop. The day's work starts with a mini-lesson. During this short period of instruction the teacher provides a context for the work they will be doing, models the use of the day's skill in her own work, and provides an opportunity for the students to try the skill. During the lesson the teacher will often refer to mentor texts or a classmate's work to show examples of how others have used a skill. At the end of the mini-lesson, the teacher sends the students off to consider trying this skill in their own writing. In primary grades, students make their own choice about which paper to use during this time. The teacher provides a variety of templates based on the genre and students choose the ones that fit their work. In the upper grades, students are gathering and developing in their notebooks and then drafting, editing, and revising on lined paper. Since purchasing the laptop carts, upper grade students often publish on their laptops. During the independent portion of the workshop, students work on their self-selected pieces. Depending on the stage of the writing process the class is in, students might be gathering, developing, revising, or editing. This process happens at different rates depending on the grade level and the writing proficiency of the student. Lower grade students might be writing multiple stories a day, while the converse is true in the upper grades. Older students are more likely to try out multiple stories during the gathering and developing stages, but select one story to take through the rest of the unit. While students are working, the teacher confers with each student in small groups or one-on-one. The workshop concludes with a partner share, during which students get feedback from their partners, and a

teacher share. Many teachers choose to use the teacher share time as a way to incorporate grammar or convention work into the workshop.

When developing a yearlong sequence for writing units, teachers rely on the CCSS and resources from Teachers' College for guidance. Since the last renewal, half of our staff has been able to attend the summer institute for writing at Teachers' College. Learning from that conference helped strengthen long term planning, strategy group work, and the use of rubrics. Since the CCSS include the same three major genres for each grade (opinion, narrative, and expository), students are exposed to all three multiple times each year. For example, a fifth grade class might write a memoir and a fantasy story. Giving children multiple opportunities to write in a genre is crucial. They are able to focus on a few standards in each unit, as opposed to a cursory overview of five or more standards. They are also able to incorporate work done in the first unit when they get to the second one.

Word study. Another important area of our balanced literacy program is word study. "Word study teaches students how to look at words so that they can construct an ever-deepening understanding of how spelling works to represent sound and meaning" (Bear, Invernizzi, Templeton, and Johnson, 2008, p. 3). We understand that the stages of spelling are developmental, so students are initially assessed using spelling inventories to determine where they fall on the continuum of orthographic knowledge. Keeping in mind Vygotsky's research on the zone of proximal development, teachers analyze each child's spelling assessments to determine their independent, instructional, and frustration levels. Teachers use this information to form groups and guide planning of instruction. These groups are flexible and students can move as needed, based on assessments and teacher observations.

Teachers use a variety of programs for word study, depending on the grade level. Kindergarten utilizes the recently developed Teachers College phonics units. These are especially beneficial because they are designed to align word work with writing workshop. For example, students are learning how vowels work in phonics, while in writing workshop they are editing by checking that each word has a vowel. In first and second grade, word study follows the McCracken curriculum. Rather than memorizing a list of words each week, the curriculum follows a sequence of phonics patterns. Teachers are able to differentiate by having teaching assistance work with small groups of students who need remediation or a challenge. In upper grades, word study follows the Working with Words curriculum. The lesson typically begins with a word sort. "When students sort words, they are engaged in the active process of searching, comparing, contrasting, and analyzing" (Bear, Invernizzi, Templeton, and Johnson, 2008, p. 51). Students may sort by initial sounds, ending sounds, spelling patterns, and Greek and Latin affixes. As they progress through the week, students engage in activities to further their understanding of the pattern and of the words' meanings. All of this work is differentiated because students work on a spelling pattern that is on their level as determined by an initial assessment. For example, a student's sort may include pictures, rather than words, depending on the level of the students.

Scope and sequence. In addition to aligning our work with CCSS, our faculty works collaboratively to make sure we have a cohesive curriculum across the grade levels. The summaries below will allude to some of the key features of each grade level's language arts curriculum.

Kindergarten language arts. Conversation skills, reading and writing behaviors, and creating a community of learners are crucial components of the kindergarten language arts curriculum. To create a community of readers and writers, the teacher leads students in shared reading, interactive writing, and interactive read aloud. In kindergarten, comprehension work focuses on character work, retelling, envisioning, and synthesizing. Reading units include the following: Emergent Story Books, Super Powers, Becoming Reading Teachers, and Informational Texts. Throughout all of these units, students are demonstrating their comprehension skills by turning and talking and by stopping to jot, sketch, or act. Students have partners in reading and writing workshops. Partners spend time reading together (choral reading), echo reading, and discussing their books (both the same book or independent books). Kindergarteners learn to write personal narratives, all about books, how-to books, and persuasive letters. In kindergarten students truly begin to see themselves and their classmates as readers and writers. We use a balanced literacy approach and students are learning basic phonetic principles to help them as they become independent readers and writers.

First grade language arts. The work students do in kindergarten to develop their identities as readers and writers continues in first grade. In writing, students are learning to write small moments narratives, nonfiction pieces, opinion writing, and how make their writing easy for readers to understand. In reading, students practice rereading for understanding, fluency, and character analysis. Envisioning is one of the key reading strategies taught in first grade. Students practice envisioning by turning and talking or acting with a partner during both interactive read-aloud and reader's workshop. First graders are also practicing retelling and monitoring for sense through the following units: Building Good Habits, Tackling Trouble, Nonfiction Readers Learn about the World, and Reading Across Genres. First grade utilizes a number of structures that build a community of learners, including but not limited to partner reading (echo reading and taking turns) and shared reading. In phonics, students are divided into groups. They practice rhyming, manipulating sounds to make new words, segmenting, identifying both consonant and all vowel sounds, reading fluency, and sight words. They practice this through games, making words, and quick table work.

Second grade language arts. Through reading workshop, second grade focuses on all of the reading strategies as well as summarizing, previewing, using fix-up strategies, and character analysis. Students learn these skills through units that teach them about comprehension strategies, characters, retelling, main idea work, and inferential reasoning. Partnerships are a large part of the second grade language arts program. Students work with their partners in read aloud discussions, in reading partnerships (with the same book and with different books), on fluency, and in writing to brainstorm, peer support, and edit their pieces. In Writer's Workshop, second graders have an opportunity to write personal narratives, nonfiction "All About..." books, lab reports on physics using the Scientific Method, opinion letters focusing on books and authors. Students also engage in writing through Project Based Learning units. They write about ancestral artifacts, their community, biographies of important people, and science reports on plant life cycles. Phonics is taught through direct instruction using McCracken. It includes common spelling patterns, sentence structure, and punctuation rules. Word Work is embedded in Reader's and Writer's Workshop. Vocabulary is taught through Read Alouds and Shared Reading, including content specific vocabulary for PBL units.

Third grade language arts. In third grade students are becoming more independent readers and writers. Students are responsible for recording their thinking in a notebook (for the first time) and

on a reading log. Students are supported by their partners, whether they are reading the same book or a different book. Book clubs start in third grade, where three or four students are reading and discussing the same book. Reading units include units on character, how to notebook, mystery genre study, nonfiction genre study, and a book club unit (with books in a series). The Harry Potter Read-a-thon (in conjunction with first grade) has proven to increase fluency rates and stamina. This is done just before students must start meeting book per week goals. Interactive read aloud is a daily event in third grade. Books are selected to go with reading and writing units so they can also double as mentor texts. 2 chapter books are taught to help teach content for PBL units. Vocabulary for the weeks read alouds is taught every Monday with a grand conversation to discuss the read alouds for the week on Fridays. Students spend time watching the teacher model skills that good readers do and then turn and talk or stop and jot to practice these skills. Skills are taught in conjunction with or just prior to the reading units. In writing workshop, students move away from using specialized paper and move into a notebook. This is the first year where students will spend a month on one piece of writing. Over the course of the year, students write 2 narrative pieces, 2 informational pieces, an opinion piece, and a poetry book. Students spend a lot of time learning to revise their work using genre specific strategies. Students work in strategy groups and set goals for themselves to improve their own writing in ways they want to. Time is spent daily developing sight word knowledge, learning spelling patterns, and grammar rules. Teacher created morning work was written to pre-teach skills students need in their upcoming writing units. Focus is spent on not only learning the skill but then putting it to use daily. Shared reading is taught four days a week. Students have the opportunity to dive into a thematic social justice unit, practice with a shared text, develop vocabulary, and work on their conversational skills while discussing inferential questions based on the text. There is a large focus on discussing and writing about their ideas in third grade.

Fourth grade language arts. Fourth grade language arts continues to emphasize the stamina and notebook work started in third grade. Students write in and turn in their reading notebooks weekly. They also show their comprehension skills through partner conversations, read aloud discussions, and conferences. Fourth grade units include work with characters, nonfiction, historical fiction, and biography. Students are supported by their partnerships, book clubs, and peers in their strategy groups. Students are given the chance to sign up for “seminars” on a reading or writing topic that interests them. Independence and stamina are crucial as their reading homework becomes to record their thinking in their notebook for a set number of books (based on their level) each week. In fourth grade we use the Words Their Way program for word study. These groups are differentiated based on each students’ needs. The fourth grade writing program builds upon what the students have learned in previous grade levels. The students go through the process of developing their ideas in a writer’s notebook. They then move through drafting, revision, editing and publishing. Talking about our writing is an integral part of the process. The students share their thoughts with their writing partners as well. In writing, students are given the opportunity to write personal narratives, nonfiction, persuasive pieces, realistic fiction, historical fiction and biographies.

Fifth grade language arts. Stamina and depth of thinking are two skills being constantly revisited in fifth grade reading workshop. Each week students read a set number of books, based on their reading level, and record their thinking in their reading notebooks. Students might be writing about symbols, character traits, the author’s message, cause and effect, or author’s purpose. This connection between writing and reading is developed through partner work, mini-lessons, small group instruction, or book clubs. The fifth grade reading curriculum includes

many genre studies, specifically fantasy, biography, social issues, and nonfiction (weather and Revolutionary War content). Fifth grade's writing units are closely aligned with their reading work. For example, students read fantasy books in reading workshop and write fantasy stories in writing workshop. Other units include research reports, personal essays, memoirs, and content-based essays. Partnership work and conversation skills are present in every aspect of language arts, through peer feedback, book clubs, and whole class conversations.

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English Language Development (Core). The specific needs of our English Learners are a top concern for our faculty. Our administration and teaching staff monitor the progress of our English Language Learners and the efficacy of our ELD program through the SSPT process, professional development, and reflection on the curriculum.

Planning for ELD instruction is guided by the ELD standards and our student data. As a faculty, we review the results of the ELPAC test and identify areas of student growth and areas in which we need to increase instruction. We address the ELD standards, using SDAIE strategies in our ELD instruction and in our daily language arts, math, and content area instruction.

ELD instruction at VCES is both integrated into our subject areas throughout the day and explicitly taught during designated time. Designated ELD instruction is done in small groups and students are not pulled out of the classroom during the day. Some grade levels combine their classes and group their students by their level of English proficiency. Other grade levels group children within their individual classroom. Designated instruction primarily occurs during reading workshop, as this structure allows teachers to meet with English Learners in small groups to address the standards and it also affords students significant time on language rich text. Additionally, since conversation skills are such a substantial part of our language arts curriculum, students are given numerous opportunities during reading to discuss books and reading habits with their partners. Yvonne and David Freeman (2009) wrote, “Teachers need to ensure that language use in schools is cognitively demanding and context embedded so that students can learn both the academic language and the content they need” (p. 43). Teachers are able to do this using the workshop model by providing sentence frames for notebook entries and book conversations, by providing specific feedback about word choice in writing, and by teaching vocabulary in the context of read aloud.

Integrated ELD instruction occurs during morning meetings, shared reading, read aloud (including grand conversation), word work, and PBL. Morning meetings give students an opportunity to use sentence frames, to practice adapting language choices for the audience, and to explain their thinking by supporting an opinion. Shared reading requires students to analyze an author’s word choice, to read a text closely, and to discuss a text with a partner. By working with the same passage for a week, students can focus on specific aspects of the text, as opposed to having to attend to decoding each day. Read aloud is a great opportunity for English learners to hear a teacher model his/her thinking while reading aloud and to share ideas about a text with peers. Students practice using sentence starters when writing down their thinking or talking to a partner. Depending on the grade, the group talks about text structure, themes, and connections. A grand conversation is a large group discussion about a read aloud. Participants practice taking turns, exchanging information, interacting with others, and supporting their opinions with information from the text. Word work provides English learners with instruction in the area of “How Language Works”, including nouns, verbs, and roots. This takes the form of students adding details to a simple sentence or discussing the best adjective to describe the plants they saw on their field trip to the farm. During PBL and read aloud, students use Thinking Maps to organize their ideas about a topic before a discussion. Working with Thinking Maps is consistent with our emphasis on brain-based research, as outlined in our master plan for English Learners. In the lower grades, a teacher might help an English learner use a circle map to write down everything he knows about an animal before a discussion in science. An upper grade teacher might show an English learner how to use a multi-flow map to plot out the causes and effects of European exploration. At VCES, we firmly agree with what the CDE (2010) writes when they

say, “Instructed ELD complements informal instruction that happens throughout the school day in spontaneous situations where the skillful teacher takes full advantage of every opportunity for teachable moments” (p. 85). This is our goal. We have explicit ELD instructional time, but we are constantly designing curriculum in all areas that meets the needs of our English Learners.

In addition to learning conversational English, our English Learners have to learn academic language, which can take five to seven years for these students to gain proficiency (Freeman and Freeman, 2009). Because of our project based and constructivist approach to teaching, students are experiencing multiple representations of academic vocabulary, as recommended by the CDE (2010). In second grade this means learning the word “physics” by seeing it in action at Kids Space. In fifth grade students analyze maps to learn the word “cartography.” Students are constantly building on prior knowledge as teachers utilize what the CDE (2010) refers to as “communitarian practices” (p. 110). The PBL process naturally results in students working collaboratively to conduct a lab, a simulation, or a report. While working together, our English Learners are constructing their understanding of academic vocabulary through conversation with their peers, who often frame the content in “kid-friendly” language they can more easily understand.

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Mathematics (Core). At Valley Charter Elementary School, we believe that math should be taught in a logical, step-by-step manner that builds on students’ prior knowledge and skills. We use Singapore Math as our foundational pedagogy to construct our dynamic and challenging program. Math topics are taught in great depth. We aim for relational understanding and mastery of concepts and skills. In order to achieve relational understanding and conceptualization of new math topics, we use multiple models in instruction. Students begin learning new concepts with concrete manipulatives. Upon mastering the concept with manipulatives, students move on to pictorial representations of the math topic. Finally, students show and practice their learning using abstract (numerical) representations of the math concept.

Our educational culture is reflective and based on students developing the following core understandings: number facts, number sense, patterns, visualization, and communication. Problem solving and critical thinking are also crucial pieces of our curriculum. We believe that students must persevere through challenging math problems and employ a variety of different strategies so they can become critical problem solvers. Key strategies that students utilize include computation, mental math, and model drawings (Fortsen, 2010).

At VCES we aim “not to produce little living libraries on” math, “but rather to get a student to think mathematically for himself...to take part in the process of knowledge-getting. Knowledge is a process not a product” (Bruner, 1966, p. 72). In order for teachers to engage students as part of the learning process, VCES faculty plans precisely and responsively, and bases math curriculum on individual needs. We use the Singapore Math curriculum as a foundation for our

math program. Teachers use Common Core State Standards and student achievement to drive and finesse the program. VCES faculty also creates original materials to supplement student learning.

Another important philosophical approach that VCES faculty utilizes is precision teaching. Precision teaching rhythmically paces a math lesson and ensures that all students feel successful. Brevity is crucial in instruction. Every time a teacher speaks for more than 20 seconds, a large percentage of the students stop listening (Davidson, 2010). VCES teachers aim to deliver precise, focused lessons that engage all students. One of the ways VCES teachers deliver precision teaching is through call-response lessons. Teachers lead students to understand new topics through a series of ladder questions, using as few words as possible. The questions are based on foundational concepts that students have already mastered and grow gradually in complexity (Davidson, 2010).

VCES feels that hands-on materials are crucial to student mastery of complex math concepts. Through manipulatives, students construct their own meaning of new math skills. Students also use ten frames as a concrete representation of numbers in a problem. Ten frames show students numerical relationships within ten. Similar to ten frames, upper grade students use number disks to efficiently represent large groups of numbers. The rekenrek is an effective tool to build students' base ten number sense. This tool is a rack comprised of red and white balls that enable students to see the way tens can be broken down into groups of tens, fives, and twos.

Instruction in math is divided into the three main components: fluency, direct instruction, and problem solving ladders. Fluency accounts for up to 50% of instructional time in the primary grades, and 30% in the upper grades. Fluency instruction at VCES takes on many forms including mental math, sprints, and pattern box exercises. After fluency, there is time for direct instruction and independent practice. Finally, students complete a complex problem solving ladder that challenges their critical thinking and perseverance skills.

Fluency. Fluency is an important component of VCES's math program. The ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. Grover Whitehurst, the Director of the Institute for Educational Sciences (IES), noted this research during the launch of the federal Math Summit in 2003: "Cognitive psychologists have discovered that humans have fixed limits on the attention and memory that can be used to solve problems. One way around these limits is to have certain components of a task become so routine and over-learned that they become automatic" (Whitehurst, 2003). The implication for mathematics is that some of the sub-processes, particularly basic facts, need to be developed to the point that they are done automatically. If this fluent retrieval does not develop, then the development of higher-order mathematics skills — such as multiple-digit addition and subtraction, long division, and fractions — may be severely impaired (Whitehurst, 2003).

Fluency is a time to reinforce concepts previously taught and to frontload upcoming math concepts. Fluency is not just a simple warm up to the lesson; students access foundational skills that they need in order to be successful in math. Fluency is planned strategically and increases in complexity. Teachers think longitudinally about the basic math skills that students need to access the curriculum.

Mental math increases in complexity through the grade levels. Teachers often lead their students in oral counting such as skip counting to prepare for the students' study of multiplication. Students are also directed to mentally solve a progression of math problems. Teachers must prepare fluency scripts that present problems in a "ladder" format, incrementally increasing the complexity of math problems. Often, kinesthetic movements are integrated during oral fluency to support students as they internalize new concepts. Another way VCES students practice mental math is through playing efficient math games and drills.

Sprints are one of the key methods for students to develop math fluency. Dr. Yoram Sagher, the inventor of math sprints, designed sprints with specific purpose and intent. A sprint is a double-sided math fact practice sheet that has 30 to 44 problems. The sprint is differentiated and broken into four quadrants that increase in complexity. Sprints are designed to develop automaticity with previously learned material in an adrenaline-rich, motivating classroom environment. Not only do sprints help students master math facts, they also build students' engagement and confidence in math because they are written to ensure success. John Mighton (2003) attests that if a child experiences success, then she or he will be more open to further learning. Sprints give students an opportunity to make peace with their personal best and see that practice and hard work results in improved fluency (Ramos, 2011).

The pattern box is a timed skilled practice of basic math facts. The levels advance incrementally to bring students to the next rung of their math ladder. The pattern box is a differentiated one and a half minute activity. The pattern box begins with sums and differences, parts and whole, and progresses onto multiplication, division, and finally, to fraction equivalence. The pattern box is an example of how we extend and remediate math instruction, since each student progresses through increasingly challenging tasks and at his/her own rate (Ramos, 2011).

Problem solving. VCES faculty strives to create dynamic problem solving sessions. We use differentiated problem solving ladders to engage weak students while challenging strong students. Problem solving ladders intentionally begin with a story statement that has no question. Students must practice diagramming and representing their thoughts pictorially. The first question is below grade level which means that all students, even the lowest learner, can feel successful. The questions progress and increase in complexity so that the last question is a challenge for even our most proficient student (Davidson, 2011). Alternatively, students may spend a substantial amount of time on one problem. This builds persistence and flexibility in their thinking as they come up with multiple ways to solve one problem.

Direct instruction. Following fluency and problem solving work, the students engage in a whole class lesson, which typically introduces a new concept or deepens the understanding of a previously learned concept. The lesson often requires the use of manipulatives to support understanding at the concrete stage, or personal boards used by students to demonstrate pictorial or abstract understanding. The teacher models as students practice the new concept. The mathematics lesson is built on a ladder, starting with a task that all students should be able to complete, and progresses in difficulty. During the lesson, students are asked not only to solve problems but to explain their thinking. Different approaches to solving problems are valued and explanations are a key part of the lesson. Some teachers begin remedial support during the lesson, having their teaching assistants lead a small group shadow lesson at a slower pace so all students have equitable access to the curriculum.

Independent practice. Once the lesson is complete, the students engage in independent practice to demonstrate their understanding of the concept taught. The independent work is designed to support students at all levels, increasing in complexity just as the lessons do. Teachers often supplement their grade level Singapore math curriculum with teacher-created materials and resources from the grade level above or below. The teacher meets with small groups to reteach or provide enrichment and remediation. Students may also work in groups or pairs to complete assignments.

Progress monitoring. Student progress in math is monitored through various types of assessments. Throughout the entire math block, teachers are monitoring student performance. These informal assessments may take the form of choral response, individual answers on personal boards, exit tickets, and independent work. Teachers use these informal assessments to reevaluate lesson plans and regroup students for remediation and extension. In addition to informal assessments, VCES faculty give regular summative math quizzes and tests. These assessments not only help teachers reflect on students' needs, they also give students an opportunity to track their own learning and set goals for improvement. VCES also uses the AIMSweb math computation benchmark assessment as a standardized way to monitor children's progress.

Plato said that arithmetic "by some divine art arouses the dull and sleepy brain, and makes it studious, mindful, and sharp." VCES believes that a strong foundation in math provides students with different strategies to approach their own learning. Students are pushed to become critical thinkers who problem solve and persevere. Math is the door and key to learning the sciences. Students can connect math with its usages in everyday life. VCES strives to teach math in such a way that students learn why things are true, rather than to just memorize ways to solve problems.

Scope and sequence. In addition to aligning our work with CCSS, our faculty works collaboratively to make sure we have a cohesive curriculum across the grade levels. The summaries below will allude to some of the key features of each grade level's mathematics curriculum.

Kindergarten mathematics. Kindergarten mathematics focuses on number identification and fluency within 10, number bonds, and problem solving within 10. Fluency practice is used to introduce new concepts, review a lesson, or preview a skill that's yet to come. This part of math includes sprints, counting tools, dice games, and flashcards. Starting at the pictorial and concrete levels is critical for students' foundational skills, so during the lesson, our Kindergarten teachers demonstrate by using manipulatives and pictures. For example, teachers and students use a Rekenrek, which is a tool that allows children to represent numbers so they can solve problems and show relationships. Students practice these concepts by using personal boards and counting tools and then by showing understanding in their workbook. Teachers use all of these demonstrations of knowledge to assess student progress in the moment. Ten minutes is spent on problem solving, which provides students opportunities to practice using ten-frames, number bonds, and number sentences.

First grade mathematics. First grade mathematics focuses on understanding the ten, breaking numbers into ones and tens, and adding and subtracting to 100. First graders spend twenty minutes a day on fluency, which includes sprints, pattern box, numerous experiences with counting. Counting can take the form of Chinese counting, counting up and down, using the 10-

frame, and counting accompanied by physical movement. The lesson portion of the math block starts with a short review and a connection to past work. The teacher demonstration starts in the concrete and moves to the abstract. Student practice includes the use of personal boards, individual rekenreks, red and white counters, and a ten-frame card. The lesson is designed to increase in difficulty, so that each student is successful and challenged. Lessons end with an exit ticket, which teachers use to monitor student progress. Each day, time is devoted to problem solving, which includes an introduction to bar models, a protocol for close reading, and an emphasis on showing thinking in multiple ways.

Second grade mathematics. In second grade, students focus on place value, adding and subtracting with and without renaming, and fluency within twenty. These skills are developed through a combination of fluency, direct instruction, independent practice, and problem solving. Fluency consists of pattern box, sprints, use of the rekenrek, and daily counting exercises. These fluency exercises are used to review and preview material. After fluency, the teacher introduces the topic while students follow along on their personal boards. They demonstrate understanding through partner talk, workbook, and exit tickets. Students are given a challenge to complete when they finish grade level work. Problem solving takes the form of stand-alone problems and problem solving ladders with multiple questions about one story that increase in complexity. Teachers differentiate during problem solving by offering multiple number sets. They also complete units on multiplication, division, fractions, time, geometry, measurement, and data.

Third grade mathematics. Problem solving is a key component of third grade mathematics. Each day, students spend time solving word problems by using a bar model to explain their thought process. These problems are designed to support struggling students while still challenge students who are working above grade level. Third grade students are expected to know their multiplication facts with automaticity, which is why teachers dedicate significant time to fluency. Fluency time consists of sprints, pattern box, and counting exercises which preview or review the day's lesson. A typical lesson in third grade starts with a sprint to prepare them for the lesson ahead. Then, the teacher models a strategy and the students practice it on their personal boards. Teachers differentiate during this time by having a challenge available for students who have completed the grade level work. Then, students complete an exit ticket and begin another sprint. The same process is repeated for another strategy, until the lesson is wrapped up with a final exit ticket. By having multiple checks for understanding, the teachers are able to design lessons and a pacing plan that meets the needs of their students.

Fourth grade mathematics. The work with bar models that is started in the lower grades is developed in 4th grade. During problem solving time, students use bar models to illustrate their thinking as they solve laddered word problems. These word problems are differentiated to reinforce previously taught concepts. In fourth grade, fluency occurs for 15 minutes a day and includes sprints, counting exercises, and decomposing numbers with deco-trees. Sprints are used to reinforce past lessons. Typical concept development time begins with a teacher led lesson that gives students an opportunity to try out the new skill with support. This lesson follows the previously described progression of complexity, moving from the concrete, to the pictorial, to the abstract. This progression is especially helpful in fourth grade, as significant time is spent on fractions, area, and perimeter, which we expect students to understand conceptually, not just follow an algorithm. After the lesson, students are given an exit ticket so the teacher can assess progress in the moment. The teacher and teaching assistant both lead small groups to support students during independent work time.

Fifth grade mathematics. 5th grade math curriculum draws on both Singapore Math and Engage NY resources. By emphasizing bar models, math facts, and conceptual understanding, the preceding grades have laid the foundation for the higher level thinking required of 5th graders. Each day begins with 10-15 minutes of fluency work. This takes the form of pattern box, sprints, and oral fluency which reviews or previews concepts. A typical lesson includes a teacher led introduction to the concept, guided practice, and then an exit ticket to assess student progress. During independent work time, teachers and teaching assistants work with individual students and small groups to differentiate instruction. During problem solving time, students use models, such as bar models and the area model, to defend their problem solving process.

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History-Social Science (Core). Valley Charter's commitment to project based learning (PBL) is evident in the key features and components of history-social science units of study, which are teacher-created and based on student needs, interests, and the Common Core State Standards. Even though many concepts are rooted in the past, VCES students draw a connection between what has happened, what is happening, and what might happen next. By developing an understanding of the impact of a historical phenomenon, students appreciate the relevance of studying our past.

PBL work begins with a driving question, where students are asked an open-ended question which they explore and embark upon an in-depth inquiry (Hallerman, Larmer, & Mergendoller, 2011). They then generate a "need to know" list where they brainstorm the knowledge they would need to acquire to answer the driving question. The teacher then facilitates student learning through hands-on experiences, which build meaning and knowledge. Through this

research process, students are acquiring both content and 21st century skills. Students present their learning in a public way, such as through simulations, writing publication, and public speaking to a variety of audiences.

At VCES, students experience history-social science by studying primary sources, designing and participating in simulations, and going on field trips.

Primary sources are an essential component of the history-social science curriculum. In first grade, students compare and contrast pictures from life long ago with their current experience. Second graders study primary sources from Ellis Island, including doctor's logs, immigration paperwork, and photos. During their ancestry unit, second graders bring in primary sources that represent their family heritage, which deepens the relevance of the curriculum. In third grade, students examine documents and photos from early Los Angeles history. This work challenges them to look at the terrain before and after innovations, such as the aqueduct or the planting of crops, such as the orange groves. In fifth grade, students examine political cartoons from the Revolutionary War and infer the creator's perspective, intended audience, and message. They synthesize what they know about events from that time period to understand the context of the political cartoon.

Simulations are another component of history-social science curriculum. Kindergarteners experience the challenges and excitement of being a community member, when they design, create, and work at a grocery store. Customers can even leave Yelp-style reviews. In first grade, students "go back in time" to experience elements of long-ago, including food, school, and home-life. During their immigration unit, second grade relocates their classroom. In doing so, they have to make choices about what to take and what to leave behind and then they have to design their new location by considering what resources are available to them. Third and fourth grade conduct a simulation in which the fourth graders take on roles within the mission community and the third graders serve as the native population they are trying to colonize. Fifth graders study historical documents and read books before they design and act out battles from the Revolutionary War.

Field trips are a way to make curriculum come to life. Some of these field trips, such as the kindergarten's trips to a grocery store and to a fire station, seem simple. But the questions students and teachers ask, open up a whole new understanding of the importance of these community resources. Students already understand that a grocery store provides food, but after the field trip they understand how it works and who works there, and they see how each part of the store has to work together. Other field trips are quite different than anything a student would experience on his/her own. For example, fourth grade goes to VT Ranch to experience life as a miner and third grade goes to Ranch Camulous, the original ranch from a Mexican land grant that inspired Helen Hunt Jackson to write *Ramona*. Field trips are a crucial way to build shared learning and ensure that students, no matter their socioeconomic status, have access to experiences outside the classroom.

VCES recognizes the importance of cross-curricular connections between history-social sciences and other subjects, such as music, reading, and writing. For example, in third grade the teachers wrote seven songs to help students remember information about the history of Los Angeles. As a culminating project, produce a silent film about Los Angeles history and they share that film and these songs in a student-created nickelodeon theater. Fourth graders and fifth graders listen to

songs from the Gold Rush and the Revolutionary War respectively. They discuss what event is being referenced and what message the songwriter is trying to convey. For example, fifth graders analyze “The World Turned Upside Down” when learning about the end of The Revolutionary War. Fourth graders learn about the Virginia Reel and even dance to it during their Gold Rush musical titled “Gold Dust or Bust.” Fifth graders also perform musicals about European exploration and The Revolutionary War.

In addition to music, cross-curricular connections are regularly made with language arts. Students are continuously practicing their listening, speaking, reading, and writing skills. Second and fourth graders write biographies about historical figures. In reading workshop, fifth graders read about The Revolutionary War and in writing workshop they write opinion pieces about it. Fourth graders include historical details they learned in PBL when they write journal entries from the perspective of Gold Rush miners. In all grade levels, teachers utilize interactive read aloud as a way to introduce history-social science content while also teaching reading skills.

The hands-on nature of PBL allows for natural intervention and enrichment opportunities. Connections to literacy are crucial for our ELs because read alouds are used to frontload vocabulary and attaches real world meaning to words. Furthermore, by providing access to books on a variety of levels, not just one level as a textbook does, teachers ensure that all students are appropriately challenged. Shared experiences, such as field trips, provide equal access to learning for all students. For students who need extra support, we provide modified assignments and extra support from teaching assistants. Thinking Maps are a resource that we use to help students think about their learning. “Generating visual maps helps learners understand the concepts of similarities and differences, cause and effect, part as opposed to whole, and analogical sets. Understanding these types of relationships is an essential component of conceptual change and cognitive growth” (Brooks, 2004). Thinking Maps provide students with a visual so that they can make meaning of the history-social science curriculum.

Scope and sequence. VCES is committed to providing students with a history-social science curriculum that is ever changing, with a pedagogical focus on constructivist practice, 21st century skills, and critical thinking. The components of primary source analysis, simulations, field trips, and cross-curricular connections are evident in the sample units described below.

Example of a Kindergarten history-social science unit: During the unit titled “Me and My Community (Blockwork)”, students investigate their role in their local community beginning with their classroom and school. This exploration expands to an investigation of their neighborhood and the role of different important community members/builders, such as the police station, fire station, grocery store, school, and library. The investigations include field trips, teacher created books, videos and pictures conveying the importance and roles of these buildings and community members in the neighborhood. Once students learn about the essential community buildings, they use blocks to build the community. They then assume the roles and responsibilities of the community members who work in those buildings. Through identifying and discussing the problems that arise in the blockwork community, students learn how to be safe, and in turn make changes to improve their community (such as adding traffic lights or creating sidewalks). Students take on the role of the community members within the buildings to create a safe and functioning blockwork community.

Another Kindergarten unit focuses on grocery stores. Students engage in an investigation of the grocery store by seeking to answer the driving question: How does our work as grocery store workers contribute to our community? Students create a need to know list and think about all of the information that is needed to answer the driving question. Students go on a field trip to a grocery store and learn about each department. Students learn to classify and sort items found in a grocery into their appropriate departments (produce, bakery, meat and seafood, deli, aisles, frozen, dairy). Students apply to work in a specific department, and once hired they embark on building and creating a grocery store and carrying out the functions of the department to which they were hired. In the grocery store simulation, students work in their respective department as the grocery store has its grand opening. Students role play as the local community shops in their grocery store.

Example of a first grade history-social science unit: In the Now and Long Ago unit, students compare and contrast everyday life in different times and places and recognize that some aspects of people, places, and things change over time while others stay the same. They examine the structure of schools and communities in the past, and study transportation methods of earlier days. They recognize similarities and differences of earlier generations in such areas as work, dress, manners, stories, games, and festivals. Students analyze all these different aspects of long ago through the unit's driving question: How can we, as historians, design and build a museum that teaches about life long ago? Students generate a need to know list that guides instruction. Students begin the unit with a field trip to Leonis Adobe Museum to engage in hands-on activities that give them a sense of how people lived in the 19th century. Students attend an assembly where a Laura Ingalls Wilder re-enactor comes and tells stories about her life on the prairie, which ties to our interactive read-alouds. Students explore a plethora of authentic long ago artifacts from the home (butter churn, baby bottles, clothes) and recreational objects (toys and games). They then compare and contrast these objects to their modern day counterparts to see what has changed and what elements have stayed the same. Students also participate in a simulation where they travel back in time and visit a long ago one-room schoolhouse as well as a long ago home. Students examine primary documents such as old photographs and journals. Students learn songs and dances from the past and analyze lyrics to determine societal changes. The unit culminates in a living museum where they use their knowledge of life from long ago and decide what elements to show fellow students in an interactive presentation. Students use their non-fiction writing skills to create their presentation. Students construct backgrounds and artifacts for their exhibits using the knowledge built throughout the project.

Example of a second grade history-social science unit: Students investigate the essential components of a community. They begin the unit by wondering what resources are needed to have a successful classroom community. Students consider the necessary components of their classroom. They then physically relocate and reflect on their experience and how important certain resources are for a community of learners. Students investigate the essential elements of a community through field trips, interviews, teacher-created reading materials, and primary documents such as photos. Students work in collaborative groups using mapping skills, spatial reasoning, and their knowledge of community to build a large-scale city. They use their communication skills to present their city to the larger school community.

Example of a third grade history-social science unit: The Metropolitan Los Angeles unit explores the growth and development of the greater Los Angeles area. This unit ties together all of the previous learning in 3rd grade about our local area. Students learn about the effect that

various industries had on the growth of Los Angeles. Students visit the historic Egyptian Theatre, which leads them to create their own movie theater where they present their own silent films. Their silent films highlight tourism, citrus farming, San Pedro Harbor, film, and oil. After presenting their movie theater, students engage in an interactive, explorative field trip via the Metrolink train and the Metro subway. The journey includes discussion of different modes of development, water sources, transportation, and different demographics along the route to downtown. Students participate in a tour of the first home in Los Angeles as well as some of the civic buildings in the area. Upon their return, students share their groups' findings and discuss what they noticed about the development of our great city.

Example of a fourth grade history-social science unit: The unit starts off with a simulation that shows what it was like to discover gold long ago. The students also experienced primary source photographs to gain a deeper understanding of the time period. The students learned the three main routes to California by researching and creating marketing flyers. *The Great Horn Spoon* was read as a read-a-loud. During their writing time the students created historical fiction journals and took on the persona of someone living during the time of the gold rush. We took a 4th grade field trip to VT Ranch, where the students had hands on experiences panning for gold, washing clothes, making candles and butter as well as adobe bricks. The unit finished off with our musical *Gold Dust or Bust*.

Example of a fifth grade history-social science unit: This unit launches with students experiencing exploration through a hands-on field trip where they are given the quest to find a route through the campus. Students embark on their journey and encounter many issues along the way, such as: illnesses, mutiny, shipwreck, running out of food, and being lost. Students are challenged to work collaboratively to solve their problems and meet their final goal. Next, students enroll in explorer school where they receive instruction three days a week on topics to improve the prospect of them becoming successful explorers (navigation, technological advancements, sponsorship, weather conditions, and early explorers). This unit concludes with two celebratory projects, one of which is a musical that highlights the major achievements and failures of well-known explorers from our past. The other culminating project is when students research and take on the persona of an explorer seeking funding for their voyage. Students use their public speaking and persuasive writing skills, and content knowledge to demonstrate their understanding.

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Science (Core). At Valley Charter, science is taught through project based learning (PBL), just like history-social science. PBL is especially effective in teaching science, as there is a question at the heart of the unit, just as scientists in the real-world seek to answer questions (Hallerman, Larmer, & Mergendoller, 2011). The quest that students and teachers create and go on to seek an answer to this question, makes science engaging and exciting for students. Each project involves

students in a way that requires them to identify problems, develop and design solutions, and share their learning with others.

When teachers are designing a science PBL unit, they start with NGSS standards. They consider opportunities for bridging in science and engineering practices with crosscutting concepts and disciplinary core ideas. They choose key standards and use them as the foundation for their driving question, which launches the unit. Examples of driving questions in science include, “How can we, as conservationists, save endangered animals?” or “Can you turn a flashlight on without touching it?” After being presented with the driving question, students create a Need to Know List. This is a list of information that the students think they need to know to answer the question. They spend the remainder of the unit trying to answer the driving question by seeking out the information on their Need to Know List.

The journey to answer the driving question consists of NGSS aligned experiments, field trips, videos, observations, and guest speakers. Teachers draw on resources such as Mystery Science and FOSS kits to design experiments. Each experiment requires students to consider a question, create something, and make observations. During experiments students might be comparing and contrasting the effects of wind and water on dirt, or creating a magnetic lock, or determining if a substance is an acid or a base. Units are enhanced with field trips to The Los Angeles River Basin, The California Science Center, Discovery Cube, and The Griffith Observatory. Perhaps the most extensive field trip is the fifth grader’s three-day trip to Catalina Island Marine Institute. On this trip they study animal adaptations, they snorkel to learn about local fish, and they take a night hike to witness seasonal constellations without light pollution from the city. Students are eager to make observations during their life science unit when they check the progress of their hens, who incubate over a dozen eggs. Kindergarteners observe each other pushing and pulling crates to decide which method is more efficient in different circumstances. Fifth graders observe plant growth over the course of two weeks, to determine if plants really do need soil to grow. Some concepts cannot be demonstrated or experienced during the unit depending on location or time constraints. In this case, students might watch a time-lapse video to observe how a forest, a body of water, or a mountain changes over time in different circumstances.

Guest speakers such as beekeepers, local conservationists, and experts on solar energy are a resource for students. One especially notable guest speaker was Dr. Laurie Marker from the Cheetah Conservation Fund (CCF) in Namibia, Africa. CCF has been a large part of first grade’s life science unit, as described below, and it was an honor to have Dr. Marker speak to our entire student body. She talked about how she noticed a problem- cheetah’s were being killed at alarming rates- and she said to herself, “They will take care of it.” Then she shared her realization: “There was no ‘they’. It was up to me to save these cheetahs.” Her speech is a testimony to the powerful change that any one person can make if they ask and answer the right question.

At the culmination of the unit, students share their learning with an audience. For first graders, CCF is one of their audiences when they proudly share their learning and the results of their service-learning project with the organization. Second grade invites other grade levels and families to see tour their garden.

Teachers ensure that lessons meet the needs of all learners by offering a variety of supports. Teachers help students utilize Thinking Maps to facilitate note-taking and to organize

information. Grouping is intentional and students have explicit lessons on how to be a productive group member. Students who are working above grade level are challenged by the higher level thinking that is required of PBL. Rather than asking them to memorize more facts, teachers pose more challenging questions or ask them to extend their theory to a different situation to see if it remains true.

Scope and sequence. Methods such as experiments, field trips, videos, observations, and guest speakers are incredibly effective because they relate science content to the real world. At VCES, science is not limited to a textbook. It is an active process of questioning, experimenting, synthesizing learning, and drawing conclusions. Below is a summary of one sample unit for each grade level. Examples of the elements described above are evident throughout the summaries.

Kindergarten science units: Students are involved with different experiments and learning tasks for a hands on experiential based curriculum. For example, during the Push and Pull unit, Kindergarteners learn about different types of force. In learning about the different ways that things move, Kindergarteners are able to use their knowledge to accomplish various Push and Pull Missions. While trying to accomplish the missions, the children are able to communicate, collaborate, investigate. Each mission requires students to observe different motions, collaborate to choose efficient actions, and predict different outcomes. In this PBL, students are also given an opportunity to reflect on their choices and engage in a culminating Push and Pull Relay where all of their knowledge is put to the test. They are able to look at various missions they previously accomplished and find ways to do them better.

Example of a first grade science unit: First graders engage in hands-on inquiry and research to answer the following driving question: How can we, as conservationists, save endangered animals? Students begin the unit with an entry event, a visit to the Los Angeles Zoo, to observe animals and interview experts. Upon returning to school, students discuss what they have observed and generate a list of questions that they need to answer in order to solve the driving question. Students are then engaged in a series of hands-on experiments and simulations where they learn about how animals survive in their respective habitats. Students examine animal artifacts to learn about animal adaptations such as carnivore and herbivore teeth. Students also study owl pellets to analyze the diets of carnivores. Students then research specific endangered animals such as pandas, cheetahs, rhinos, great white sharks and polar bears. They read teacher-created science books on these endangered animals. They learn how to record their learning in their science journals through the use of Thinking Maps such as circle maps to list ideas, tree maps to categorize animals, brace maps to list the parts of animals, and double bubble maps to compare and contrast the adaptations of different animals. Students also study animal heredity by examining the physical traits of parents and their offspring. Students also learn about the relationship between prey and predator in an ecosystem by conducting simulated water hole counts. They tally the changing number of prey and predator over a few days and grow theories about what causes these changes. After gathering information, students create a non-fiction bulletin that displays their learning such as animal adaptations, habitat, diet and why this animal is endangered. Students are then given an opportunity to publicly present their research in collaborative groups to the rest of the VCES community. Students are then given an opportunity to discuss animal conservation and human impact with leading experts in the field. Dr. Laurie Marker, the founder of Cheetah Conservation Fund, has visited VCES to explain the research that conservationists do to save endangered animals. The conclusion of the research prompts

students into a service-learning project where they raise awareness and fundraise for an animal conservation organization.

Example of a second grade science unit: In the second grade life cycles PBL unit, students focus their research and quest for knowledge with the driving question: How do we, as second graders, come to understand and compare plant life cycles so that we can teach these concepts to Kindergarteners? Students explore the plant life cycle by growing a garden. Students join the Audubon Society at the Sepulveda Basin Wildlife Refuge to explore and observe plant and animal interdependence. Students learn about the important role birds play in the life cycle of plants. They explore all the ways in which plants disperse their seeds. Students are also visited by a beekeeper and learn about how bees support plants through the process of pollination. Students then create “life cycle” story-boards for different species of plants that use seed dispersal in different ways. These story-boards or felt boards are then performed for the Kindergarteners and displayed for the culminating celebration. Second graders also grow lettuce for the First Grade Restaurant Project as a farm to table contribution.

Example of a third grade science unit: In the Rube Goldberg Physics Unit, third and fourth grade work together to create chain reaction machines. They are presented with the following driving question: Can you turn on a flashlight without touching it? They, then participate in lessons and experiences to learn about force, energy, conversion, electricity and engineering. They use their knowledge of force and energy to plan and build a chain reaction machine in cooperative groups. They go through many stages of trial and error and problem solve to build a machine that turns on a light.

Example of a fourth grade science unit: Students start by studying fossils and rock formation patterns. To begin the fossils portion of the unit the students participated in a dig to discover fossils. The students made fossils with clay and leaves or sticks that were collected from outside. This portion was culminated with a field trip to the La Brea Tar pits. To begin the study of rocks the students learned about the rock cycle through an interactive video. We talked about weathering and erosion through a shared read and modeled a simulation with sugar cubes. The students learned about volcanoes and how they’re formed.

Example of a fifth grade science unit: During fifth grade’s Chemical Magic unit, students develop the concepts of substances and chemical reactions. Students see that chemical reactions enable us to make new materials by transforming the ones we have. Students plan and carry out a series of investigations during which they develop a more sophisticated understanding of materials and how they interact. In addition, they study the cause and effect relationship when combining chemicals to produce reactions. Throughout the unit, students continue to revisit the question of why or how medieval gargoyles seem to be disappearing. Students will assume the role of alchemists and use data from their experiments to support their hypotheses regarding “potions” and their abilities to transform materials. As a culminating experience, we apply these lessons to present-day chemical reactions found in cooking. With their kindergarten buddies, students make pancakes and discuss how the materials are affected throughout the mixing and cooking process.

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Visual and performing arts (Non-Core). Valley Charter Elementary School believes art education is essential to the well- rounded cognitive development of its students. Through the incorporation of the visual and performing arts curricula, students awaken different ways of assimilating information. We find this to be especially important for our socioeconomically disadvantaged students who may not have exposure to and experiences with the arts at home.

Visual arts. An education in the arts helps students develop their “habits of mind, social competencies, and personal dispositions” (Rupert, 2006, p.8). Students who participate in arts learning experiences have the potential to improve their achievement in other realms of learning (Rupert, 2006). In a national study that served over 25,000 middle and high school students, UCLA researchers found that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement (Rupert, 2006).

By studying art, students are asked to look for key details, to closely observe, and to summarize what they have learned. They are encouraged to ask and answer questions: What was the creator’s purpose? Who was the audience? What does the creator do to get his point across? And what specific evidence do you have to support your theory? Students are encouraged to see the story behind the work of art, make personal connections and connections between other works of art. In so doing and as required by the CCSS, students develop vocabulary, learn speaking and listening skills, apply critical thinking, and are given an opportunity for dialogue and self-expression. Students’ interpretations are valued and mirrored. Students are taught to agree and disagree about interpretations, which directly supports the book talk we encourage during language arts discussions.

Another important aspect of arts education is that it exposes students to other cultures. Students gain invaluable insight to the art traditions of other cultures. Students can then reflect on their own lives and cultural traditions more closely. The arts help students better understand their place in the world.

VCES teaches the arts through two ways: arts subject specific instruction and arts integration with other core academic subjects. In the primary grades, arts instruction focuses on how shapes, lines, and color work together to create art. As early as Kindergarten, students are thinking about how background and foreground influence artwork. Students work with multiple media, such as paint, oil pastels, crayons, and even recycled materials. By creating color wheels, students explore primary and secondary colors, as well as warm and cool colors. In first grade, students find inspiration through Henri Matisse and “paint” with scissors to discover positive and negative space. Second grade further develops these foundational art skills by teaching radial symmetry, design, perspective, and composition. They create murals in groups that require discussion, choice, and cooperation to produce a cohesive work of art. Students are introduced to artists such as Edgar Degas, Pablo Picasso, Andy Warhol, and Ezra Jack Keats. In the upper grades, students explore photography as a form of art, the symbolic meaning of color choices, and the impact of the historical context and life experience on the author.

Threaded throughout each grade level is a unit that focuses on self-portraiture. Based on Lucy Calkins’ theory that students should write what they know in order to understand the craft of writing and to develop their language, VCES believes that teaching the elements of art and style through the lens of self-portraiture is essential to art appreciation and developmental

understanding. One can see the progression of understanding in our yearbook as children's yearbook pictures are accompanied by their study of portraiture for that given year.

Art is integrated into PBL when students have to consider the message that the style of their visual artwork will convey to the audience of their presentation. After looking at primary source art that shows the Chumash weaving process, third graders experience the challenges of weaving as they create a basket and a rope. In fourth grade, students take a closer look at our California landscape through photography. They take a field trip to Vasquez Rocks and apply their understanding of capturing composition from nature using photography. In fifth grade there is a great emphasis on art analysis, especially as it relates primary sources. For example, they examine two versions of the Boston Massacre and compare and contrast the purpose for each and the political implications of the artist's representation. Art education is also integrated into read aloud when students analyze the imagery created through illustrations and how the images relate to the text.

Movement and performing arts. At every grade level, teachers incorporate performing and kinesthetic art into their curriculum. We believe the performing arts give children a unique means of expression that captures their passions and emotions and allows them to explore new ideas, subject matter, and cultures. Giving students the opportunity to express what they have learned in a kinesthetic format allows for a deeper understanding and an opportunity to reach bodily-kinesthetic and musical learners.

Movement and dance are a regular part of the every-day curriculum as well as one highlighted for special performances. One way in which students at VCES experience multi-cultural performing arts is through Japanese Taiko drumming which is part of first and second grade enrichment classes. Body movement is a significant feature of Singapore math sprints and fluency work, as students are constantly moving their bodies while counting. First graders and kindergarteners enjoy freeze dance and free movement on a daily basis. In second grade, students learn songs and movements that help them remember how to write an opinion piece. Theater arts are a hallmark of the upper grade performing arts curriculum. Upper grade students participate in at least one musical a year on topics specific to history-social science or science.

For each of the areas of the arts, students at VCES have ample opportunity to dive deeper into curricula and teachers are able to reach children with different learning styles (Gardner, 1983). VCES provides many opportunities, using the arts as a conduit, to allow children different ways of learning and in return showing what they know and have learned. Using the arts ensures that multiple learning modalities are addressed and students come to a deeper understanding of material that increases the love of learning and a positive learning experience that directly influences self-esteem. Gardner (1997) also states that, "there is now a massive amount of evidence from all realms of science that unless individuals take a very active role in what it is that they're studying, unless they learn to ask questions, to do things hands on, to essentially re-create things in their own mind and transform them as is needed, the ideas just disappear." Giving students hands-on opportunities to embody cognitive material and apply that understanding using the arts is an essential element to the broad educational experience at the school.

Arts education is essential to a student's well being, both personally and academically. An education in the arts gives students a broader scope in which to view the world. Additionally, the

skills that students learn in the arts are readily transferable to other subject areas. Students' learning in the arts enhances their learning in other disciplines and broadens their experiences of the world.

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Music (Non-Core). VCES bases its musical education on the Orff-Schulwerk approach. Students are taught music twice a week throughout the school year. Orff-Schulwerk approach to musical education offers a potential for active and creative music making by all children, not just the musically talented. The Orff-Schulwerk approach to music instruction develops musicianship through singing, playing instruments, speech, and movement (Shamrock, 1997). Active music making and movement is the core of the Orff-Schulwerk approach. In the Orff-Schulwerk process, "aspects of play are developed consciously to involve learners with the elements of music and movement" (AOSA, 2012, p.2). Students develop their musicianship by progressing through the following stages of learning: preliminary play, imitation, exploration, improvisation, and creation. Students learn foundational music skills by using speech, singing, movement, body percussion, and instrumental play. After students have established a strong foundation in music and movement, understanding form and rhythm, students learn music literacy. Students begin understanding the concept of notes aurally. They then understand notes through the solfege system and rhythmic syllables. Finally, students are exposed to the standard written notation system and become fluent in reading music notation.

Orff-Schulwerk lessons explore and develop skills through the following means: speech, singing, movement, and playing instruments. Speech is used to create the feeling of a steady beat. Students often recite short rhymes with games to develop a sense of pattern and stabilize their sensitivity to beats. Complex rhythmic elements are introduced later with appropriate speech examples. Singing is also essential to the development of musical skills. Students often sing simple songs with accompanying games that provide a basis for strengthening their singing abilities and developing a sense of tonal relationships. Students begin with the falling minor third and progress to understand pentatonic scales, and finally to the diatonic scales (major and minor). Movement is key to developing musical foundation. In primary grades, movement is used to develop spatial relationships and coordinating the body to the regular, steady beat.

Finally, students develop their musicianship through playing instruments. Students begin with body percussion. They clap, snap fingers, slap their thighs, and stomp their feet. These motions are combined into patterns and phrases so that students learn the concept of form in music.

Students then play unpitched hand percussion instruments. Some examples include maracas, claves, tone blocks, triangles, jingles, finger cymbals, tambourines, cowbells, and various sizes of the hand drum. These instruments provide students with an exposure to musical texture that can be used alone and combined in layers. Finally, students can strengthen their musicianship through playing Orff instruments. Some examples include bass, alto and soprano xylophone, soprano and alto glockenspiel, and bass, alto and soprano metallophone. Students play these instruments in a percussion ensemble. In fourth grade, the recorder is added to the repertoire of instruments as a contrasting melody instrument.

VCES uses the Orff Schulwerk approach to music because it allows students to have a broader artistic experience with music. It is “never music alone” that is emphasized. Music is always taught in conjunction with movement and speech. Music education’s emphasis is on process rather than performance. Students participate at their own musical level. They develop skills for creating ideas within music rather than just replicating ideas.

References:

AOSA Teacher Education Curriculum Standards (2012). 2012 by the American Orff-Schulwerk Association

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Health and physical education (Non-Core). Our core curriculum is strengthened by our commitment to the well-being of the whole child.

Health. At Valley Charter Elementary School, we encourage healthy living throughout our community. Our health policy prohibits parents from sending unhealthy foods such as soda and candy with their students to school. Our lunch program is not only NSLP compliant, but the food contains no additives, preservatives, or hormones, and the packaging is environmentally friendly.

In addition to our healthy food policy, we have other school wide initiatives in place that not only meet the requirements of the health standards, but also demonstrate our emphasis on social-emotional development. One of these is Cool Tools, which helps with decision-making and interpersonal communication skills. Some of the Cool Tools components include personal space (bubble space), choice of voice (red voice vs. blue voice), and understanding and accepting multiple perspectives (the kaleidoscope). VCES also uses a protocol called Council, which is the practice of speaking and listening from the heart. More than a class meeting, this structured experience helps students respectfully make decisions, resolve conflicts, and share experiences. By starting Cool Tools and Council as early as kindergarten, they have become a common language that can be quickly referred to by students and teachers.

Physical Education. At VCES, we believe that physical education plays a critical role in the development of the whole child, and a quality physical education program has benefits that reach far beyond the field or court. The CDC reports that regular physical activity improves strength and endurance, reduces anxiety and stress, and increases self-esteem. Additionally, it may help improve students’ academic performance, including academic achievement, academic behavior, and factors contributing to academic achievement such as concentration and focus. Our physical education program allows students to develop movement skills in a safe environment that

promotes perseverance, good sportsmanship, and teamwork in a developmentally appropriate progression. VCES complies with Ed Code section 51210(g) that requires 200 minutes of physical education every ten days for elementary students.

Students begin by engaging in a warm up where they stretch and prepare their bodies for physical activity. The teacher introduces the focus of the lesson, and demonstrates the skill using one or two verbal cues that are “the critical cues for attaining the stated objectives of the lesson” (Holt/Hale, 1998, p. 5). Following the instruction, the students practice the skill with teacher feedback and corrections are made. They then have the opportunity to use the skill in a game. The session closes with the whole class together and the teacher reminding the students of the day’s objective and the review of the cues taught in the lesson. As a result of our small student to teacher ratio, students are able to get immediate feedback to improve form and accuracy.

Our physical education program is designed to account for the developmental needs of our students and the curriculum makes a spiral progression as the students progress through the grades. Kindergarten students focus on movement concepts, which increase spatial awareness and improve motor skills. They play a number of unconventional games to practice these skills and begin to use equipment such as balls, hoops, and jump ropes. First grade students build on what they learned in kindergarten while beginning to understand the rules and skills to play games on the playground. The curriculum starts with learning the fundamentals of games with a few players, such as four-square and handball. Students are exposed to the rules and skills of team games as well.

Second, third, and fourth grade students hone their skills and “move beyond performing a skill in isolation to using the skill in dynamic situations” (Holt/Hale, 1998, p. 3). Students gain mastery of games such as kickball, soccer, basketball, handball, and tetherball. Fifth grade students continue to build on what they learned, but have the added focus of preparing for the California Physical Fitness Test. They build cardiovascular stamina, strength, and increased flexibility through strategic lessons and games.

References:

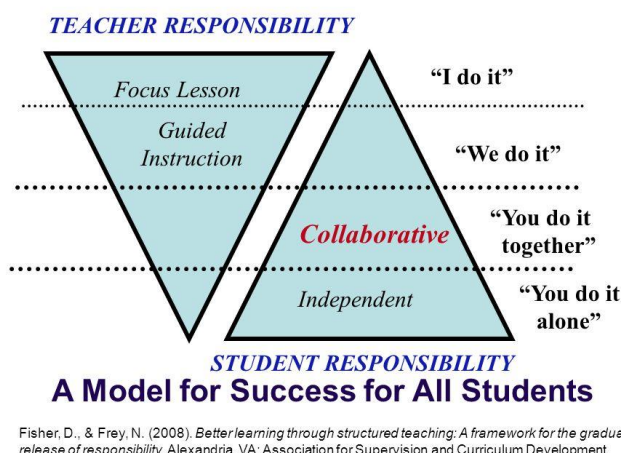
Adopted Course of Study, CA Ed Code § 51210(g)

Centers for Disease Control and Prevention. "Adolescent and Social Health." Retrieved from <http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm>

Holt/Hale, S. A. (1998). *On The Move, Lesson Plans to Accompany Children Moving*. 4th Ed. Mayfield Publishing Company: Mountain View.

13. Instructional methods and strategies. While the previous sections defined content specific strategies and structures, there are methods and strategies that serve as the foundation for all instruction and are therefore a thread throughout all curricular areas. The following methods and strategies are imbedded in each subject: gradual release of responsibility, small group instruction, significant student talk and work rather than teacher talk, and an emphasis on process over product. Administration at VCES values the professionalism and expertise of our highly qualified teaching staff, and consequently the staff is afforded autonomy to modify pacing and instructional strategies to meet the needs of their class or of a group of students. That said,

administration and teachers are committed to ensuring that these elements are present in each unit and often in each lesson.



Gradual release of responsibility. At VCES *gradual release of responsibility*, as depicted in the figure to the left, refers to the teacher providing explicit instruction and modeling when a concept is introduced and students systematically being given more autonomy as the lesson or unit progresses (Fisher & Frey, 2008).

This gradual release of responsibility is evident especially in reading workshop, writing workshop, read aloud, and math. In reading and writing workshops, each lesson begins with a seven to ten minute

minilesson, during which the teacher models a strategy and the students observe. Then, the teacher suggests a place in a shared text that the students can use to try the strategy. There is still a high level of support at this time because the teacher has chosen an ideal part of the text, the teacher circulates to provide feedback to students, and partners collaborate. When students transition to independent work time, they are responsible for determining an appropriate time to utilize the strategy in their own reading or writing, perhaps days after the lesson was given. Teachers provide support during this time in the form of feedback on student work, conferences, and small groups. During the concept development portion of math the teacher has more responsibility because he/she is the one modeling the strategy. The students participate by taking notes and talking to their partners. Then students have more responsibility when the teacher gives them a series of problems to solve with their partner or independently. After the lesson, students are typically given an exit ticket that is done completely independently. This allows teachers to determine which students need extra support in a small group, which is another consistent instructional method used in VCES classrooms. The distribution of responsibility is flexible and does not always follow a linear path. For example, a teacher might plan a lesson intending to spend very little time modeling a concept, but then she has to adjust this pacing if she realizes the students need more time with guided instruction before moving onto independent work. Similarly, the gradual release of responsibility might take place across a significant time span, not within one lesson. For example, the first time a class looks at a primary source the teacher might guide the students through the process. Then, across the unit, she might provide less and less support, so that by the end of the unit students are able to examine a primary source with no support from her. Early experiences with heavy teacher support lay the foundation for inquiry-based lessons later in the unit or year.

Small group work. Small group work is evident in all subjects, yet the structure of these small groups varies. At times, teachers or teaching assistants lead the small groups. At other times, the groups are seminars led by students or they are collaborative groups with each student contributing equally. In some situations, the groups are homogenous and sometimes the groups have students of mixed abilities. During reading and writing workshop, teachers lead small groups for students that are working on the same skill. For example, for four weeks a teacher

might meet with four students who are working on inferring character emotions in reading or who are working on using spaces in writing workshop. These students might be on different reading levels, but they have a common skill on which to work. During math, teaching assistants often meet with a small group to mirror the lesson that the teacher is teaching. This ensures that students get immediate feedback and the teaching assistant can rephrase instruction to meet the small group's needs. In all grade levels, group work is a significant portion of the PBL time. Students work in small groups to conduct an experiment, plan a simulation, gather research, or prepare for a presentation. Especially in the upper grades, students lead seminars in math, reading, or writing to demonstrate a strategy for their peers. For example, the teacher might select four students who have made great progress with a reading strategy and students will sign up or be assigned to attend a seminar led by that student.

Student talk. Small group work is consistent with our commitment to minimizing teacher talk and increasing student talk and work. Minilessons are designed to be efficient and to be the only significant time teachers are talking in the entire reading or writing workshop. Although teachers lead strategy groups during the independent time, the teacher does very little talking during this time. Students practice a strategy or talk to a partner, while the teacher only provides feedback with minimal demonstration or talking. This is accomplished because the goal of the strategy group is within the participants' ZPD, so students need less direct instruction than if it was far above their level. During math instruction, teachers use precision teaching, which ensures that teacher talk is brief and instruction is precise and focused. One of the ways VCES teachers deliver precision teaching is through call-response lessons. Teachers lead students to understand new topics through a series of ladder questions, using as few words as possible. Rather than the teacher always dispensing new instruction, students are encouraged to talk through problems in PBL and in math with their partners.

Process over product. In addition to a gradual release of responsibility, small group work, and a commitment to student talk over teacher talk, VCES values the process of learning over the product produced. We believe that learning is experiential and that student growth should be measured throughout a unit, not just on a final assessment. The goal of any unit is not to master an algorithm or to read a certain book. Rather the goal of a unit should be to deepen critical thinking skills or to experience something new. This is evident in the language we use during reading and writing workshops. Teachers use phrases such as, "Writers like you..." rather than "You need a period at the end of that sentence." When meeting with a student during reading workshop, a VCES teacher would say, "When reading books in this genre, readers think about..." rather than asking, "What did the main character in this book think about his friend?" The emphasis is on the process of learning to read and write, not on the exact book or writing piece in that moment. VCES teachers teach the writer and the reader, not the writing or the book, in the hopes that the learning from one experience will transfer to a later one. The process of learning does not yield a single product.

14. How Instructional Strategies and Curriculum Support Implementation and Mastery of Standards. The strategies and curriculum defined and described in sections 11 and 13 are the foundation of instruction at VCES because they support the implementation and mastery of CCSS. All instructional planning begins with the CCSS and then teachers work backwards to design units that incorporate the instructional strategies and methods that we value, as mentioned in section 13. The curricula described in section 11 are the structures used to facilitate mastery of the CCSS. When CCSS, were adopted VCES teachers went through each lesson of their grade

level's Singapore math book and noted the CCSS standard that was addressed within that lesson. They then ensured that all standards were being taught. Likewise, when the new ELD standards were adopted, VCES teachers created a spreadsheet of the standards and in what way the standard was being addressed. To plan reading and writing units, teachers rely on the Teachers College Reading and Writing Project units of study, which are all aligned with CCSS. All PBL units are aligned with social science state standards and NGSS standards. PBL unit plans include the standard for each lesson to ensure that all standards are being addressed.

15. Integration of technology. All teachers at Valley Charter Elementary School use technology such as the internet, document cameras, and laptops to enhance and enrich classroom instruction. The way that instruction is incorporated is dependent on the grade level. For example, in kindergarten, the teachers use their projectors and laptops to share a how-to video about pita bread during their diversity unit on bread. In third grade, students use iMovie to create a silent film about Los Angeles history. Meanwhile, in fifth grade, students use individual laptops to participate in an online simulation that teaches them the challenges of developing a colony in the 1700s. In all grade levels, teachers utilize an online program called AIMSweb to monitor student progress in reading and math fluency.

The use of technology is especially important in grades three, four, and five, as these are the grade levels preparing for standardized testing. Each grade level has a laptop cart that the students use throughout the year, so that the students are comfortable with the laptops before state testing. Prior to using the computers, all upper grade students and parents agree to follow the rules and expectations in our Technology Acceptable Use Policy. Students attend assemblies about computer use and cyber safety. In addition to practicing their typing and keyboard skills, students work with practice assessments to learn how to use the functions and question types they will encounter on the assessment.

20. Transitional Kindergarten

The Charter School's TK program will feature a modified kindergarten curriculum that is age and developmentally appropriate, and shall comply with all other applicable requirements regarding transitional kindergarten pursuant to Education Code Section 48000.

Academic Calendar and Schedules

Our instructional program is possible because of thoughtful attention that we give to our schoolwide academic calendar and our daily classroom schedules. They are provided in sections 20, 21, and 22.

21. Academic Calendar. The grid below represents the academic calendar for the first year of the new charter term, including instructional days, holidays, breaks, and minimum days.

Month	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	S	S	SD	Total Days	Total Work Days	
AUG	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31						5	1	10	6	16
SEP		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			16	4	0	20	20	
OCT				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	16	5	1	21	22	
NOV	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					9	6	0	15	15	
DEC		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	11	3	0	14	14		
JAN	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					15	4	0	19	19		
FEB		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26				14	4	1	18	19		
MAR		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	15	4	1	19	20		
APR				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	12	3	0	15	15	
MAY	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				16	4	0	20	20		
JUN		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		6	2	1	8	9		

SD	Staff Development Day
S	Shortened Day
H	Holiday
x	Regular Day

Non-School Day

Yom Kippur	9/28/20
Holidays	
Labor Day	9/7/20
Yom Kippur	9/28/20
Veteran's Day	11/11/20
Thanksgiving Break	11/23-11/27/20
Winter Break	12/21/20-1/1/21
Martin Luther King Day	1/18/21
President's Day	2/15/21
Spring Break	3/29-4/9/21
Memorial Day	5/31/21

Back to School Night (Elementary) 9/4/20

Back to School Night (Middle)	6th - 9/8/20; 7th/8th = 9/10/20
Full Parent Conferences	11/2-11/6/2020
Open House (Elementary)	3/18/21
Spring Parent Conferences	3/22-3/26/2021
VCES Culmination	6/8/21
VCES Culmination	6/9/21

School Hours - Elementary

Minutes	
Regular Day 8:05 - 2:40	335
Shortened Day 8:05 - 1:00	250

School Hours - 7th/8th

Minutes

Progress Report Due Dates

1st Semester	21-Jan
2nd Semester	10-Jun

VCES Instructional MinReg. Day	44220
Short Day	10000

Total

VCES Instructional Minutes:	46505
Short Day	10750
	57255

TOTAL DAYS:

135	40	14	175	189
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22. Sample Daily Schedules. Our schedule supports student-centered and project based learning that engages students in literacy work, critical thinking, problem-solving and exploration.

Kindergarten.

	Regular Day	Total Instructional Minutes		Early/Minimum Day	Total Instructional Minutes
8:05-8:25	Morning Meeting, calendar, yoga *Integrated ELD	20	8:05-8:25	Whole school assembly	20
8:25-9:00	Reading Workshop	35	8:25-9:00	Reading Workshop	35
9:00-9:50	Mathematics	50	9:00-9:50	Mathematics	50
9:50-10:10	Recess		9:50-10:20	Recess	
10:10-11:00	Writers Workshop * Music on Weds	50	10:20-11:00	Writers Workshop	40
11:00-11:30	Phonics *Designated ELD	30	11:00-11:30	Phonics *Designated ELD	30

Kindergarten.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
	*PE on Weds and Fri				
11:30-12:00	Shared Reading *Music on Fri *Designated ELD	30	11:30-12:00	Shared Reading *Designated ELD	30
12:00-12:40	Lunch		12:00-12:40	Lunch	
12:40-1:20	Interactive Read Aloud *Integrated ELD	40	12:40-1:00	Read Aloud *Integrated ELD Pack up Dismissal at 1:00	20
1:20-2:00	Play workshop Art History-social science Blockwork Cooking or Science	40			
2:00-2:40	Songs Pack up Blockwork Cooking Science or History-social science	40			

335 minutes**225 minutes****First Grade.**

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
8:05-9:00	Calendar Morning Work Book check out Song study *Integrated ELD	55	8:05-8:25	Whole School Assembly	20
9:00-10:00	Mathematics *Music 9:30-10:00 on Friday	60	8:25-9:00	Calendar Morning work Book check out	35

First Grade.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
10:00-10:20	Recess		9:00-10:00	Mathematics	60
10:20-10:50	Word Study *Designated ELD	30	10:00-10:20	Recess	
10:50-11:25	Reading Workshop *Designated ELD	35	10:20-11:10	Reading Workshop *Designated ELD	50
11:25-12:10	Writer's Workshops *PE on Monday	45	11:10-11:40	Word Study *Designated ELD	30
12:10-12:50	Lunch		11:40-12:10	Writing Workshop *Integrated ELD	30
12:50-2:00	History-social science and Science *PE on Weds 1:00-1:45	70	12:10-12:40	Lunch	
2:00-2:40	Art Pack up Daily News Shared reading *Music on Friday 1:45-2:25	40	12:40-1:00	Pack up Dismissal at 1:00	20

335 minutes**245 minutes***Second Grade.*

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
8:05-8:20	Share Movement Message/Counting Morning Work	15	8:05-8:25	Whole School Assembly	20
8:20-9:00	Shared reading Phonics *Integrated ELD *Music on Weds	40	8:25-9:00	Shared reading Phonics *Integrated ELD	35
9:00-10:00	Writer's Workshop *PE on Weds	60	9:00-10:00	Writing Workshop	60
10:00-10:20	Recess		10:00-10:20	Recess	
10:20-11:25	Reading workshop Read Aloud	65	10:20-11:20	Reading workshop Read Aloud *Designated ELD	60

Second Grade.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
	*Designated ELD *Music on Friday				
11:25-12:10	Mathematics	45	11:20-12:10	Mathematics	50
12:10-12:50	Lunch		12:10-12:50	Lunch	
12:50-2:30	PBL *PE on Monday 1:05-1:50	100	12:40-1:00	Pack up Dismissal at 1:00	20
2:30-2:40	Closing Circle	10			
2:40	Dismissal				

335 minutes

245 minutes

Third Grade.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
8:05-8:35	Morning Work Morning circle	30	8:05-8:25	Whole School Assembly	20
8:35-9:00	Shared Reading *Integrated ELD	25	8:25-8:40	Shared Reading *Integrated ELD	15
9:00-10:00	Reading Workshop *Designated ELD	60	8:40-9:00	Read Aloud	20
10:00-10:20	Recess		9:00-10:00	Reading Workshop *Designated ELD	60
10:20-11:20	Mathematics	60	10:00-10:20	Recess	
11:20-12:10	Writer's Workshop *PE on Wednesday	50	10:20-11:20	Mathematics	60
12:10-12:50	Lunch		11:20-12:10	Writer's Workshop	50
12:50-2:30	PBL *Music and PE on Tuesdays *Music on Friday 12:50-1:35	100	12:10-12:40	Lunch	
2:30-2:40	Pack up Classroom Jobs	10	12:40-1:00	Pack up Dismissal at 1:00	20

335 minutes

245 minutes

Fourth Grade

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
8:05-8:30	Shared Reading *Integrated ELD	25	8:05-8:25	Whole School Assembly	20
8:30-9:00	Word Study *Integrated ELD	30	8:25-8:40	Shared Reading *Integrated ELD	15
9:00-10:00	Reading Workshop *Designated ELD	60	8:40-9:00	Read Aloud	20
10:00-10:20	Recess		9:00-10:00	Reading Workshop *Designated ELD	60
10:20-11:15	Mathematics *Music on Tuesday	55	10:00-10:20	Recess	
11:15-12:10	Writer's Workshop *PE on Tuesday and Friday	55	10:20-11:20	Mathematics	60
12:10-12:50	Lunch		11:20-12:10	Writer's Workshop	50
12:50-1:10	Read Aloud	20	12:10-12:40	Lunch	
1:10-2:30	PBL: History-social science/Science	80	12:40-1:00	Pack up Dismissal at 1:00	20
2:30-2:40	Pack Up	10			

335 minutes

245 minutes

Fifth Grade.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
8:05-8:30	Morning Work Morning Meeting	25	8:05-8:25	Whole School Assembly	20
8:30-9:30	Writer's Workshop	60	8:25-9:25	Writer's Workshop	60
9:30-10:00	Small group work *Integrated ELD	30	9:25-10:00	Grand Conversation *Integrated ELD	35
10:00-10:20	Recess		10:00-10:20	Recess	
10:20-11:20	Reading Workshop * Designated ELD	60	10:20-11:20	Reading Workshop * Designated ELD	60

Fifth Grade.

	Regular Day	Total Instructional Minutes		Early/ Minimum Day	Total Instructional Minutes
11:20-12:10	Mathematics	50	11:20-12:10	Mathematics	50
12:10-12:50	Lunch		12:10-12:40	Lunch	
12:50-1:10	Read Aloud	20	12:40-1:00	Pack up Dismissal at 1:00	20
1:10-1:30	Shared reading	20			
1:30-2:30	PBL	60			
2:30-2:40	Pack up Write in agendas Dismissal	10			
335 minutes			245 minutes		

Integrated and designated ELD time. Table 12 summarizes what is noted in the weekly schedules above, so as to easily illustrate the times of each day when designated and integrated ELD support is provided for English Learners. This same chart is provided in the section titled “Support for all Learners” later in this petition.

Table 12: Integrated and Designated Time

Grade	Designated	Integrated
Kindergarten	60 min during phonics and shared reading	20 min during morning meeting 20 minutes during read aloud
First Grade	60 minutes during reading workshop and word study	15 minutes during morning meeting and writing workshop
Second Grade	65 minutes during read aloud and reading workshop	35 minutes during shared reading and phonics
Third Grade	60 minutes during reading workshop	15-25 minutes during shared reading
Fourth Grade	60 minutes during reading workshop	15-45 minutes during word study and/or shared reading
Fifth Grade	60 minutes during reading workshop	30-25 minutes during grand conversation or small group work

Physical education and music schedule. Table 13 summarizes what is noted in the weekly schedules above, so as to easily illustrate the minutes student spend in physical education and music classes.

Table 13: PE and Music Minutes

Grade	PE	Music
Kindergarten	30 minutes on Wednesdays 30 minutes on Friday	30 minutes on Wednesdays 30 minutes on Friday
First Grade	45 minutes on Mondays 45 minutes on Wednesdays	45 minutes on Wednesdays 40 minutes on Fridays
Second Grade	45 minutes on Mondays 45 minutes on Wednesdays	45 minutes on Wednesdays 40 minutes on Fridays
Third Grade	45 minutes on Tuesdays 45 minutes on Wednesdays	45 minutes on Tuesdays 40 minutes on Fridays
Fourth Grade	45 minutes on Tuesdays 45 minutes on Fridays	45 minutes on Tuesdays 40 minutes on Fridays
Fifth Grade	45 minutes on Tuesdays 45 minutes on Fridays	45 minutes on Tuesdays 40 minutes on Fridays

23. Instructional Days and Minutes Calculator. The chart below outlines the instructional days and minutes for each grade level.

Table 14: Instructional days and minutes

Grades	Grades Offered	Number of Regular Days	Number of Instructional Minutes per Regular Day	Number of Early Dismissal Days	Number of Instructional Minutes per Early Dismissal Day	Number of Minimum Days	Number of [Other] Days	Number of Instructional Minutes per [Other] Day	Total Number of Instructional Days	Minutes Required Per State Law	Total Number of Instructional Minutes	Number of Instructional Minutes Above/Below State Requirement
TK/K	Yes	135	335	40	245				175	36000	55025	19025
1	Yes	135	335	40	245				175	50400	55025	4625
2	Yes	135	335	40	245				175	50400	55025	4625
3	Yes	135	335	40	245				175	50400	55025	4625
4	Yes	135	335	40	245				175	54000	55025	1025
5	Yes	135	335	40	245				175	54000	55025	1025
6	No											
7	No											
8	No											
9	No											
10	No											
11	No											
12	No											

Professional Development

25. Ongoing professional development. Since our inception, professional development has been at the core of our work. Unlike many schools, we invest significant time and funding into providing high quality training for our faculty. As our charter school has grown, so has our professional development program. In 2018, we introduced a part time professional development coordinator position. The person in this position works with administration to create a scope and

sequence for the year's professional development. Together, she and administration plan professional development sessions that reflect recent research and the needs of the school, teachers, and students. Although the principal and professional development coordinator lead some professional development sessions, this is not always the case. Her role is to facilitate discussions and ensure that the presenter, consultant or teacher, provides meaningful professional development.

Time for professional development. Professional development at VCES is provided during professional development days, weekly early release days, and grade level planning time. Whole day professional development occurs for two weeks before students begin school and on pupil free days throughout the year. The two weeks we spend on professional development before the academic year begins are a unique aspect of our charter school. During this time, we not only attend to school business and mandatory compliance training, but we launch the professional development focus for the year. Teachers work in collaboration with one another to develop yearlong plans, review recent research on curricular implementation, and study data on their new class. These two weeks are also a special opportunity for teachers to share new learning they acquired over the summer, whether it was from an institute they attended or a book they read. We strategically place pupil-free days throughout the school year, so that teachers have time to reflect and revise while in the midst of teaching. These days help us dive deeply into an aspect of our professional development focus.

The work we begin in the summer continues throughout the year, especially on our early release days. To honor our commitment to professional development, we strive to minimize business on early release days. This affords us time to study a topic as professionals. Professional development time includes a combination of the following: implementation of critical friends protocol to reflect on units of study, lesson study, book clubs, reading of a professional article, or data analysis. Critical friends protocol and lesson studies provide a structure for reflection, feedback, and revision. These protocols enable colleagues to give and receive input on a unit and to develop an appreciation of and understanding for what is occurring in other grade levels. This leads to stronger units in all grade levels, shared resources, and cross-grade level collaboration. When teachers participate in book clubs and the reading of articles, we are reminded that teachers are learners, too. We review research and theories while also experiencing the process of participating in a book club, as we expect our students to do. Professional development must be aligned with the needs of our students and our teachers, thus we regularly review internal and state assessment data to ensure that we understand the progress of individual students and groups of students.

Grade level planning time is another crucial component of professional development, since VCES expects a high degree of collaboration and continuity across the two classes in a grade level. Music and PE are intentionally scheduled in a way that provides each grade level with two hours of planning time each week. Twice a year grade level partners are also given a half-day of sub time to revise units related to the professional development focus for the year.

Providers of professional development. We respect the knowledge of experts in the field, but we also recognize the experience and talent our own staff processes. For this reason, we work with consultants, but we also find opportunities for our staff to share their expertise. Our school culture of mutual respect and collaboration has made teachers feel comfortable opening their classrooms to each other. Because our students work with specialists, teachers are able to not

only use that time to plan collaboratively, but they can observe each other and co-teach to build their own capacity in any given area. Our skilled teachers have many strengths and value learning from each other and consultants.

We work with a consultant to develop our Singapore math curriculum. Our trainer helps us align our math curriculum with the CCSS, models lessons in the classroom, and gives feedback to teachers that he observes. Because there are so many elements of Singapore math, we feel that it is imperative to be constantly honing our skills in all areas of the program. Our goal is to strategize ways to use fluency exercises to close the gaps we recognize in our students.

Teachers share their learning with their colleagues after attending professional development outside of school. Our commitment to professional development has enabled over half of our staff to participate in the Teachers College writing workshop summer institute at least one time. Participating teachers return from the institute ready to present their new learning to the rest of the staff. Additionally, our administration and nearly half of our staff recently attended Community Roots Charter's Anti-Bias and Social Justice Institute. Since participating in this conference, our executive director started a diversity work group and teachers have taken on leadership roles in that group. In collaboration with Valley Charter Middle School, all VCS teachers have participated in whole day professional development sessions, all lead by VCS teachers.

Support for new teachers. We are proud of the support we are able to provide for teachers just beginning their career, including four of our teachers who were previously teaching assistants at our school. Preceding the whole staff institute in August, our reading specialist leads additional professional development for first and second year teachers and their grade level partners. This work continues throughout the year because the reading specialist's schedule allows her to be in new teachers classrooms to model lessons, provide feedback, and work with students. New teachers and the reading specialist also meet throughout the week to script lessons and to closely study topics such as book clubs, read aloud, or minilessons. We feel this is an important way to ensure continuity across classrooms and grade levels and to help new teachers feel supported.

Professional development plan. Recognizing that professional development is most effective when the attention is to depth, not breadth, we plan our professional development by thinking of goals that will be addressed over a span of two-years. Since our last renewal, we have revisited reading and writing workshops. While some alterations may need to be made in response to data, we anticipate the following to be the goals of the professional development during the 2020-2021 school year:

- We will continue with our work around social justice and diversity by learning about and implementing restorative justice practices.
- We will focus on social emotional learning in response to the results of the Panorama Education SEL Survey.
- Professional development regarding project based learning and constructivism will be centered around our goal to implement two schoolwide project based learning projects. The content of the units will be grade level specific, but there will be a unifying theme that runs through the units to build schoolwide community around content. During professional development time teachers will give each other feedback on their projects, specifically about how to make the lessons more constructivist in nature by including hands on experiences that focus on process, not product.

- Professional development regarding data driven instruction will involve teachers looking closely at CAASPP scores. Even teachers who do not administer the assessment will be analyzing data for trends, areas in need of growth, and successes. We think of our state test scores as an accumulation of all of the student's years of education, not just his growth over one year. Therefore, we will provide time for teachers to note correlations between student performance in class and on the assessments and to discuss what the test results reveal about our curriculum. Time will be given for teachers to make data-informed revisions to their units of study during Thursday staff meetings. One example of this will be working with our math consultant to ensure continuity across the grade levels with regards to fluency and problem solving in math. Our professional development in this area will be responsive to the progress our students make on internal and state assessments and we will revise our 2019-2020 pacing plans as needed.

26. Recruitment. The principal and executive director seek to hire a diverse, fully certificated staff that has a commitment to constructivist learning theory, project based learning, and data driven instruction and that values a highly collaborative teaching environment. One goal moving forward will to hire staff that represents the diversity of our school community. Our teacher recruitment process utilizes online job sites, such as Edjoin.com. Our reputation in the community and our teacher's satisfaction result in recommendations from respected educators, including our current staff. We are also committed to our teaching assistants who have shown talent and interest in becoming a teacher. In the last nine years, we have had four teachers that started their careers as teaching assistants at VCES.

Meeting the needs of all students

Since our constructivist, project based educational program emphasizes individualization and data driven instruction, our special needs populations (English Learners, Gifted and Talented Students, students achieving below grade level, socioeconomically disadvantaged/low income students and students with disabilities) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths. Coupling this with a number of other essential components can ensure that students with special needs receive the most effective and individualized education possible. The essential components of the program include:

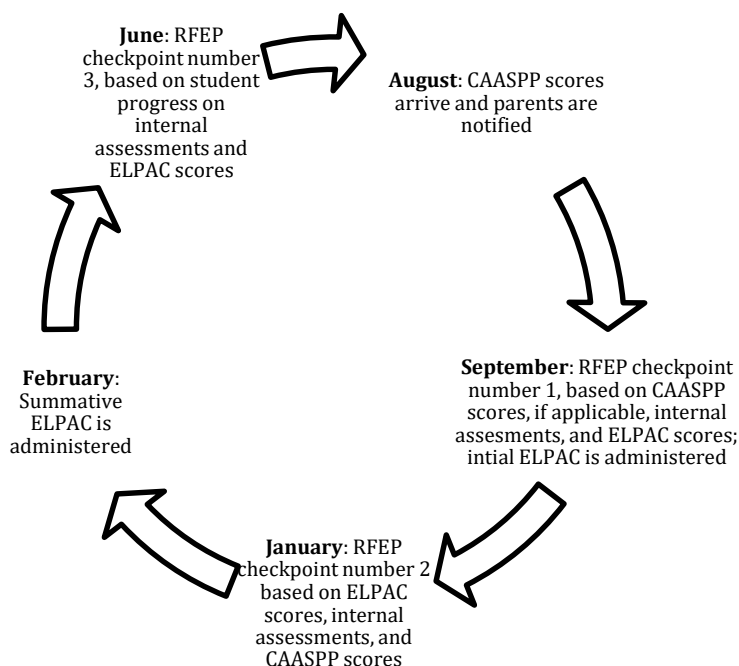
- Small class sizes which allow the teachers to truly know their students;
- At least two hours of instructional planning time a week for teachers;
- A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
- Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
- Various forms of assessment that are used to guide instruction;
- Learning goals that are clearly articulated;
- High expectations for all students.

27. English learners. VCES has implemented its own English Learner Master Plan. VCES shall comply with federal, state, and district mandates regarding English Learner education and the classification of EL students. We shall meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. Our goal is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other

languages and cultures and to reclassify our English Learners as Redesignated Fluent English Proficient (RFEP) after five years of instruction or by the end of grade 5.

English Learners (ELs) have full access to VCES's educational program. All students will develop as English speakers, readers, and writers, and all cultures and languages are honored and integrated into the community as much as possible. At all times, our students' primary language is honored and valued as both an instructional tool and a learning resource for all students in the class. The entire school community is enriched by the multilingual and multicultural qualities of its students.

Process for identifying English Learners. A Home Language Survey is solicited from every parent enrolling a student new to California public schools. The purpose of the Home Language Survey is to identify students who live in a home where the primary language spoken is a language other than English. The survey is equitable, comprehensive, and not based on prior assumptions. Children of parents who list a language other than English in response to any of the questions on the Home Language Survey will be given the Initial English Language Proficiency Assessment for California (ELPAC) within 30 days of admittance. Using the Local Scoring tool, the EL Coordinator will determine the student's English Learner status: English Learner (EL) or Initially Fluent in English (IFEP). In February, the Summative ELPAC is administered to all students who are identified as English Language Learners. The assessment and progress monitoring process is illustrated by the diagram below.



Parent Notification of Language Status. The Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB) of 2001, requires schools to provide many different kinds of information and notices to parents about their children's school, academic progress, teachers, and more. VCES makes reasonable efforts to present the information in an understandable format and in a language parents can understand.

VCES notifies parents of children who are identified as being English learners no more than 30 days after the start of the school year. For a child identified as an EL after the start of the school year, parents are notified within two weeks of the child being identified.

Throughout the year, VCES sends the following notifications to parents:

1. The initial notification
2. An annual notification of the child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement
3. A notification of the transition to Reclassified English Fluent Proficient (RFEP)
4. Score reports: ELPAC scores, progress reports, CAASPP scores

Educational Program. The goal of VCES is to have students develop their reading, writing, listening, and speaking skills in accordance with the CA-CCSS and the ELD standards. This section describes how, where, and by whom English Learner program components are provided and how we will monitor progress toward mastery.

At VCES, students are grouped in general education classes that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visual aides to support students' recognition of essential information in all academic subject areas. ELD instruction is provided by the classroom teacher and reading intervention teacher during the instructional day in the classroom and in the reading intervention room. Table 15 below outlines during which times of the day students participate in designated and integrated ELD. Teachers often incorporate ELD instruction into other parts of the day, but the times indicated by the table are to consistently dedicated to ELD instruction.

Table 15: Integrated and Designated ELD Instruction

Grade	Designated	Integrated
Kindergarten	60 min during phonics and shared reading	20 min during morning meeting 20 minutes during read aloud
First Grade	60 minutes during reading workshop and word study	15 minutes during morning meeting and writing workshop
Second Grade	65 minutes during read aloud and reading workshop	35 minutes during shared reading and phonics
Third Grade	60 minutes during reading workshop	15-25 minutes during shared reading
Fourth Grade	60 minutes during reading workshop	15-45 minutes during word study and/or shared reading
Fifth Grade	60 minutes during reading workshop	30-25 minutes during grand conversation or small group work

Our approach to ELD instruction is research based to ensure students are given an optimal learning environment to make adequate progress toward mastery of ELD standards and CSS. Major components of the VCES pedagogical approach to ELD instruction include the following: Teach to the Highest; brain research around metacognition and language acquisition: reading and writing to, with, and by students; active participation in all components of the unit; a commitment to respect; and ongoing assessment. Consistent with what is outlined in our master plan, these concepts are all derived from the concept of Guided Language Acquisition Design (GLAD) as described by Issaquah School District, which has a highly developed GLAD program.

Teach to the Highest refers to a classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier). Based on brain research in the area of metacognition, teachers allow students time to activate and focus prior knowledge through the use of inquiry charts, Thinking Maps, brainstorming, and clustering (Costa, Rico, Kovalik). Metacognition also includes an opportunity to insure a common base of understanding and scaffolding through the use of direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky). Students are taught and encouraged to organize their thoughts and writing by utilizing multiple intelligences graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear). Metacognitive research is consistent with our commitment to process over product, which is evident by teachers and students modeling of how an answer was obtained, not merely stating the correct answer (Costa, Farr). Based on brain research around student language acquisition, students have a purpose for learning that is stated as a goal or learning outcome and supported by inquiry charts (High, Scope, and Hunter). Students have chances to negotiate meaning from language and text during cooperative problem solving activities and heterogeneous (Long, Kagan, Vygotsky, Cummins, Shefelbine). The practice of reading and writing to, with, and by students includes significant time on text, read alouds, and talking about reading and writing (Goodman, Krashen, Flores, Traill). Students learn to read and write through direct teaching of concepts, including vocabulary, text structure, academic language, writing patterns, and decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams). Writing and reading are viewed as a process and students start that process by clustering/brainstorming. Teachers accept the developmental level of writer, including during the editing process which is done during age appropriate places in the process (Goodman, Graves, Calkins, Rico, UCI Writing Project). Shared reading and writing experiences are only a few strategies for a language functional environment and personal interactions value oral ideas and cross-cultural respect (Traill, Cummins). English language learners are active participants in all components of the unit and they negotiate for meaning and produce comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg). All curriculum reflects a respect, trust, identity, and voice (Cummins, Berman, Baron). Lastly, teachers design ongoing assessment and closures to units by using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment is ongoing and summative based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear). In this way, VCES expects students to acquire English language skills in reading, writing, listening, speaking, and thinking and to proficiently meet grade level ELA standards.

All references are from:

Issaquah School District. (2005). "GLAD: The guided language acquisition design." Retrieved from: <https://www.sites.google.com/site/bilingeduc/pages-and-groups/principios-metodologicos/glad--the-guided-language-acquisition-design>

Use of ELPAC scores. Classroom teacher, administration, and the reading specialist analyze results of ELPAC to support and accelerate student progress toward English proficiency. The reading specialist reviews the results of ELPAC to determine which students need to participate in intervention and what goals are appropriate for that student. Likewise, the teachers use the information to form strategy groups in language arts and adjust lessons during designated ELD time to ensure that they meet the needs of the English learners in their class. The administration participates in these discussions so that she has a global perspective of ELD instruction and student progress.

Meaningful access to the full curriculum. As noted above, our ELD time is categorized into designated and integrated time, which provides students with meaningful access to the full curriculum. Designated time is done in small groups and students are not pulled out of the classroom during the day. Some grade levels combine their classes and group their students by their level of English proficiency. Other grade levels group children within their individual classroom. Designated instruction primarily occurs during reading workshop, as this structure allows teachers to meet with English Learners in small groups to address the standards and it also affords students significant time on language rich text. Additionally, since conversation skills are such a substantial part of our language arts curriculum, students are given numerous opportunities during reading to discuss books and reading habits with their partners. Teachers provide sentence frames for notebook entries and book conversations, give specific feedback about word choice in writing, and teach vocabulary in the context of read aloud. As needed, a group of English learners receive additional designated time three times a week with the reading specialist. During this time, students read a passage and discuss an element of it, depending on the needs of the group. This gives students an opportunity to practice many of the standards in "Interacting in Meaningful Ways" including reading literary texts closely, using academic language, and expressing opinions.

Integrated ELD instruction occurs during morning meetings, shared reading, read aloud (including grand conversation), word work, and PBL. Morning meetings give students an opportunity to use sentence frames, to practice adapting language choices for the audience, and to explain their thinking by supporting an opinion. Shared reading requires students to analyze an author's word choice, to read a text closely, and to discuss a text with a partner. By working with the same passage for a week, students can focus on specific aspects of the text, as opposed to having to attend to decoding each day. Read aloud is a great opportunity for English learners to hear a teacher model his/her thinking while reading aloud and to share ideas about a text with peers. Students practice using sentence starters when writing down their thinking or talking to a partner. Depending on the grade, the group talks about text structure, themes, and connections. A grand conversation is a large group discussion about a read aloud. Participants practice taking turns, exchanging information, interacting with others, and supporting their opinions with information from the text. Word work provides English learners with instruction in the area of "How Language Works", including nouns, verbs, and roots. This takes the form of students adding details to a simple sentence or discussing the best adjective to describe the plants they saw on their field trip to the farm. During PBL and read aloud, students use Thinking Maps to

organize their ideas about a topic before a discussion. Working with Thinking Maps is consistent with our emphasis on brain-based research, as outlined in our master plan for English Learners. In the lower grades, a teacher might help an English learner use a circle map to write down everything he knows about an animal before a discussion in science. An upper grade teacher might show an English learner how to use a multi-flow map to plot out the causes and effects of European exploration. At VCES, we firmly agree with what the CDE (2010) writes when they say, “Instructed ELD complements informal instruction that happens throughout the school day in spontaneous situations where the skillful teacher takes full advantage of every opportunity for teachable moments” (p. 85). This is our goal. We have explicit ELD instructional time, but we are constantly designing curriculum in all areas that meets the needs of our English Learners.

Process for annual evaluation of the school’s EL program. On an annual basis the administration evaluates the school’s EL program. Administration conducts this evaluation by reviewing reclassification rates, individual student progress on ELPAC, and the correlation between student performance on in-class assessments, CAASPP and ELPAC. With this global perspective, administration addresses trends that she notes with teachers during professional development on minimum days. For example, during one series of PD meetings, administration asked teachers to review the ELD standards and indicate how they taught them to their ELs, whether it was during designated or integrated time. The teachers also discussed whether they feel the way they addressed the standard was effective and to what degree.

Process and criteria for reclassification. VCES strives to have students develop their reading, writing, listening, and speaking skills. VCES works to ensure that ELs demonstrate progress in these areas, so that they can read texts closely, collaborate with peers, evaluate information, and communicate their ideas. Our three official RFEP checkpoints are September, March, and June, as these are three times of the year when we receive ELPAC and/or CAASPP scores. During a review, the reclassification team, which includes teachers and administration, considers scores from internal assessments (these include AIMSweb fluency and computation and guided reading assessments), CAASPP scores, and ELPAC scores. Students are considered for reclassification if they score a four on the ELPAC and if they score at or near standard on the CAASPP. If the student scores a 4 on the ELPAC but does not take CAASPP, then scores from internal assessments (these include AIMSweb fluency and computation and guided reading assessments) are considered. When the reclassification team determines that a student is ready to be reclassified, a notification is sent to the parents. Table 16 below summarizes the data regarding our reclassification rates. We are proud that our reclassification rate is increasing and now outpacing RSM.

Table 16: Reclassification Rates

School Year	No. of ELs in previous school year	No. of Students Reclassified this year	Percentage	RSM for this same time period
2015-2016	22	2	9.1%	7.6%
2016-2017	24	5	20.8%	26.5%
2017-2018	31	7	22.6%	28.8%
2018-2019	26	12	46.2%	30.7%

Process for monitoring the progress of ELs and reclassified students. The progress of our ELs and our RFEP students is closely monitored by the language team which consists of the administration, classroom teachers, and the reading specialist. We have three checkpoints throughout the year when this team meets with classroom teachers to consider students for reclassification. These checkpoints are the following: September, when CAASPP scores have been released; January, at the midpoint of the year; and June, when the results of ELPAC and internal assessments are known. The team analyzes student benchmark data by paying close attention to student progress with regards to reading levels and fluency rates. English learners who are making adequate progress are considered for reclassification using the process described in the preceding section.

Students who do not make progress in these areas are referred to the Students Success and Progress Team (SSPT). During this meeting, teachers, parents, and administration review a students' data and develop goals and an intervention plan for the student. After six to eight weeks, the team meets to review the student's progress and revise the goals or intervention plan as needed.

Process for monitoring progress of students at risk of becoming LTELs. The process for monitoring the progress and supports for students at risk of becoming long-term English learners is similar to the process we use for monitoring the progress of our ELs and students who have been reclassified. The progress of our students who are at risk of becoming LTELs is closely monitored by the language team which consists of the administration, classroom teachers, and the reading specialist. At the three checkpoints, we evaluate their progress by scrutinizing the results of CAASPP if applicable and ELPAC. We look at this standardized tests in correlation with their classroom assessments and note trends in performance. Teachers adjust their designated ELD curriculum to reflect student needs.

28. Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

The needs of our Gifted and Talented Students (GATE) and academically high-achieving students are addressed in an inclusive way, consistent with our individualized instructional philosophy. The guidelines for GATE instruction call for differentiated instruction, instructional strategies that suit the nature of gifted students, ample opportunities for higher-level conceptual thinking, and time for gifted students to work together. Our ultimate goal is to provide all students with access to a rigorous, well-rounded curriculum, and to provide all students with extended, enriching, and critical thinking activities that have appropriate depth and pace.

Identifying GATE students and students achieving above grade level. Students will be identified through a search and referral process based on VCES teachers' recommendations. We will continue to use LAUSD's GATE identification process and policy and we will reimburse the District for testing and processing on a fee-for-service basis. If VCES students participate in the Saturday Conservatory of Fine Arts, we will reimburse on a fee-for-service basis.

Identifying and meeting the needs of GATE students and students achieving above grade level. VCES' commitment to differentiation and small group instruction allows us to meet the needs of all students, including those identified as GATE and as students achieving above grade level. We provide a text-rich environment and numerous opportunities for students to delve into subjects more deeply. Many projects are open-ended and give students a chance to adapt their assignments to suit their abilities, interests, and learning modalities. Students often work

collaboratively, discussing ideas and concepts, and brainstorming solutions to math, science, and history problems.

Specifically, rather than reading from grade level reader, students select and read books at their own reading level, as identified by assessments. Likewise, math instruction is differentiated through the use of pattern box, as described in section 11, small group instruction, and enrichment work. We consider enrichment work an alternate assignment that challenges the student to think differently, apply knowledge, or complete above grade level work. Enrichment does not consist of assigning more of the same grade level problems. In reading and in writing, students meet with the teacher in small groups or one-on-one to learn strategies that meet their individual needs.

Other ways in which our teachers enhance the curriculum for gifted and high achieving students is based on the research of Kaplan (1986):

- Present content that is related to broad-based issues, themes or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce “new” ideas.
- Encourage the development of products that use techniques, materials and forms.
- Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

Monitoring the progress of GATE students and students achieving above grade level. The progress of GATE and high performing students is monitored by the GATE committee, which consists of the classroom teacher, the reading specialist, and administration. When schoolwide assessments are given, the teachers and administration discuss any changes in the progress of students. If there is a concern, the student is referred to the SSPT process, which is described at length in the subsequent section. The principal is the onsite designee who will contact parents regarding GATE.

29. Students Achieving Below Grade Level

We are proud of our systematic and data-based process for identifying and meeting the needs of our students performing below grade level.

Identifying students achieving below grade level. This process commences with teachers making observations in their classrooms and gathering data from formal assessments, rubrics, and work samples. Norm referenced assessments such as AIMSweb fluency scores, TCRWP leveled reading assessments, and AIMSweb math benchmarks are closely analyzed. A concerned teacher immediately communicates with the student's previous teacher to clearly identify the reason meaning is breaking down. Together, they look for trends in performance and discuss strategies that have worked in the past.

Identifying and meeting the needs of students achieving below grade level. If the teacher's concerns persist, he/she will seek support from the Student Success and Progress Team (SSPT). The SSPT team consists of the reading intervention teacher, one designated classroom teacher, and administration. The team meets with the teachers and parents of students who are struggling. The team reviews student data and sets three goals. When setting goals, the team takes into consideration the grade level expectation, current performance levels, and reasonable growth for the time frame. Intervention is provided over the course of six weeks. After that time, the team reconvenes to discuss student progress. If the team feels the student has met a goal, they might choose an entirely new goal or increase the complexity of the one that was met. In the event that a student does not make progress towards the goal, the goal or intervention will be revised. The team also has the option of exiting a student from the SSPT process, either because significant progress has been made or because further assessment will be done in consideration of an IEP.

Intervention takes many forms, including sessions with the reading intervention teacher, small group work with the classroom teacher, and one-on-one support from teaching assistants. Our reading intervention specialist meets with students in small groups or one-on-one during five six-week long intervention cycles. The length of the intervention cycle is based on Response to Intervention research, which found that the most effective length of time is around six to eight weeks (East, 2006).

She meets with them three times a week, with each meeting being thirty minutes long. Priority is given to English learners who are not making expected progress. While meeting with the reading intervention teacher, students work on a combination of phonics, listening and speaking skills, and comprehension skills depending on the student's need. In the classroom, teachers work with individuals or small groups. In reading and writing we refer to these groups as *strategy groups* and these one-on-one meetings as *conferences*. Teachers plan a series of lessons that focus on a skill that is most crucial for the child to master and then monitor the students' progress with that goal. In math, teachers meet with small groups after the whole-class lesson. Teachers often modify assignments, either by reducing the number of assigned problems or by giving a different type of assignment. Teaching assistants are the third crucial form of support for our students achieving below grade level. During the whole group math lesson, teaching assistants will often meet with one to three students to mirror the teacher's whole class instruction. Doing so allows the struggling mathematician to get immediate feedback on every problem and to ask clarifying questions. Teaching assistants also monitor and work with students on their reading fluency. They are trained to use the progress-monitoring feature of AIMSweb, so that teachers can collect data on students' errors and words per minute in between benchmark assessments. Teaching assistants lead struggling students in a variety of games that help them practice their math facts. These in-class interventions are only possible because of our small teacher to student ratio and the presence of teaching assistants.

Building the relationship between home and school is a crucial way we meet the needs of our below grade level students. Teachers communicate with parents through email, weekly notes, conferences, and phone calls. Knowing that not all students have access to books at home, teachers make their classroom libraries available to students. This is especially crucial for our students struggling with reading because it is imperative that they read books on their independent level. Throughout this process, the student is constantly informed of his progress and the learning goals on which he is working. Sometimes this means having honest conversations about the progress that needs to be made. We value making sure parents and students are an active part of the intervention process.

Monitoring the progress of students achieving below grade level. The progress of students achieving below grade level is monitored through normed assessments, Excel spreadsheets, reading intervention, and the SSPT process. VCES teachers are continuously gathering information to inform their instruction and monitor below grade level students' progress. AIMSweb is a critical part of our process for formally monitoring student progress. Using these fluency and math assessments, teachers are able to assess students more frequently than the benchmarks that all students take. The data gathered through the AIMSweb portal is transferred to the student's teacher as he moves onto the next grade. This allows his/her next teacher to make informed decisions about intervention as soon as the school year starts.

We also monitor the progress of our below grade level students through Excel spreadsheets. These spreadsheets contain formal assessment scores for each student in math, reading comprehension, language development, and fluency. They are color coded so that teachers and administration can easily get an overview of a student's progress. Teachers update these throughout the year and the information contained in them is passed onto the student's next teacher.

The reading specialist closely monitors the reading progress of all students to determine which students qualify for intervention. She monitors students' progress on state assessments, their progress on internal assessments, and their growth with regards to language proficiency. For any child with whom she meets, the reading specialist sends a progress report to the teacher and parent at the mid-point and end of the six-week session. This one page report indicates the student's goals, the lessons taught to reach those goals, and the student's progress.

Finally, as mentioned above, the progress of any student who is brought to SSPT is closely monitored. The team meets after six to eight weeks of intervention has been provided and determines if additional support is needed, if goals need to be modified, or if the student has made significant progress. The team keeps record of each meeting and checks in with teachers throughout the process and afterwards to guarantee that all stakeholders are aware of the child's progress.

30. Socioeconomically Disadvantaged/Low Income Students

We realize that many of the neighborhoods we serve face multiple challenges, and that some of the children within these communities may lack supports and provisions that exist for other families. VCES teachers and staff are trained to recognize 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. As we have emphasized throughout this petition, we believe that all students can learn, succeed, and are capable of academic

excellence, and that includes our students in need. Our emphasis on community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

Identifying socioeconomically disadvantaged students. Classroom teachers and the office staff identify students and families who might need additional resources or supports, including what currently exists within our school as well as referrals to outside community service organizations. This is done through the reduced and free lunch income survey and through building a relationship with families.

Identifying and meeting the needs of socioeconomically disadvantaged students. Our academic program provides both in and out of classroom opportunities so that all students have enriching experiences that provide both context and knowledge for classroom projects. We allocate substantial funds for classroom libraries, to ensure that all students have access to high quality literature. Classrooms take a minimum of two field trips per year to venues such as the fire station, Descanso Gardens, Leonis Adobe, Underwood Farms, Chumash Indian Museum, Skirball Cultural Center, and the Catalina Island Marine Institute. As technology is so well integrated, students without computers at home have many opportunities in class during the school day to become comfortable and competent with using technology for academic purposes. Students type writing workshop publications, make PowerPoints and iMovies for project based learning, and do research for reports. Together these opportunities allow us to create unifying and enriching school-based experiences for all of our students, regardless of their socio-economic background.

VCES offers a whole day program which includes school from 8:05am - 2:40pm and a fee-based before and after school program to accommodate working families. VCES also offers free lunch to students who qualify.

Monitoring the progress of socioeconomically disadvantaged students. We monitor the progress of students in this subgroup through our data management system. We are able to determine if students are making adequate growth and refer them to the SSPT if they are not. Additionally, our small school size and low student-teacher ratio foster close relationships with families. If a family needs support, such as rides to school or meals, the school community reaches out to support the family in need. The principal will monitor the progress in this subgroup.

Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in other subgroups

31. Foster Youth

Identifying foster youth. We will communicate with social services and the foster families, as relevant, to identify foster youth.

Identifying and meeting the needs of foster youth. We support not only the academic, but also the social emotional needs of students identified as foster youth. The needs of foster youth will be identified by the classroom teacher, with input from the foster family and social worker as appropriate and allowed by law. The classroom teacher will also work with the students, as

he/she would any student, to determine his/her individual academic needs. All instruction is differentiated based on students' academic level, which can be influenced by students' previous school experience. Any student who is struggling will be referred to the SSPT process. The administration and special education team will determine if school based counseling is appropriate.

We also know that the students identified as foster youth have unique social emotional needs and may have experienced trauma. For this reason, teachers and students are supported by our principal who has substantial experience with social emotional learning (SEL) curriculum. She helps the teachers identify the students' SEL needs and creates support systems to meet those needs. These systems may include reflection journals, school-home communication folders, or special classwide councils/circles on topics that will especially benefit foster youth. The progress of foster youth is monitored by the principal.

Monitoring the progress of foster youth. First and foremost, the progress of foster youth will be monitored by the classroom teacher and administration. If a concern arises, then the SSPT team or the special education team will also monitor his/her progress.

“A Typical Day”

32. Introductory narrative. Valley Charter Elementary School is a dynamic and engaging school community. A typical day begins with warm greetings and parents connecting on the basketball court or in the parking lot. Students can be seen smiling while skipping to their classrooms. In the morning, teachers hold conferences with parents, prepare lessons, or collaborate about units or student progress. Even before school officially begins, VCES is a busy place to be.

While there is a structure to a “typical” day, the details are always changing! On some mornings, the halls are quiet as students start the day with a council check in, reading, or writing. However, on other days, the halls are buzzing if a class is gathering for a field trip or hurriedly putting on costumes before their musical. Either way, students are immediately engaged as soon as the day begins. As the morning progresses, students continue their studies, including participating in music and physical education classes. At VCES, learning is not confined to a student’s assigned classroom. For this reason, an observer would see students transitioning between classrooms to meet in flexible groups, to mentor a younger student, or to work on a project. Likewise, students can be seen participating in lessons in our outdoor spaces, such as the field, the garden, and the courtyard.

During recess and lunch, our students can be seen playing, talking, and enjoying the outdoors. We view these parts of the day not just as a break, but as an important opportunity for students to develop social-emotional skills through problem-solving, friendships, and making mistakes. For this reason, we have numerous teaching assistants throughout the school, so that students have support at recess and lunch.

While the kids are the focus of any typical day, adults are an important part as well. Parents are often at school to help with school-wide initiatives such as fundraising, outreach, and special event committees. They also assist with classroom activities, such as cooking, read-a-thons, and field trips. Whether it is a quick conversation at recess or a more formal meeting during planning time, each day teachers can be seen collaborating to plan lessons and support students.

Our typical days are supported by our atypical, but frequent, special days. In any given month, two grade levels will be taking field trips. We celebrate Earth Day with a full day of learning about environmental issues, and we welcome grandparents to connect with our students on Generations Day. Our upper grade students perform musicals about history-social science or science content. First through fourth grade have celebrations for their Star Wars and Harry Potter themed read-a-thons. Fifth graders gather before the sun rises to start their journey to Catalina Island Marine Institute. While the activities of the day are never typical, what is constant is our rigorous academic program, our students' hard work, and the learning that comes alive with all that we do

A typical day in Kindergarten. Kindergarteners begin their day with a community circle, which helps to build community in the classroom. During Community Circle they practice listening and speaking skills, get to know one another, solve problems, build self-confidence, build individual's identity and a group identity. ELD is part of the morning's language arts time, including reading workshop. Students meet the teacher on the rug with their reading partners. In reading workshop, students learn a reading strategy, watch it demonstrated for them, and then try it on the rug with the teacher. Students then are sent off to their book nooks where they can try the strategy that was taught. We use Singapore math to guide our math instruction. Students work on a math sprint which helps build fluency. After the sprint, students meet the teacher on the rug for the math lesson. Students practice the skill with the teacher for guided practice and then try it independently. Following math, students have snack and recess where they are learning to navigate their social lives, solve problems, and work collaboratively. Students transition back from recess into writing workshop. In writing workshop, students learn different strategies that writers use. The strategy is modeled for the students, students try it on the rug for guided practice, and then are sent off to work on their own writing. Phonics instruction follows writing workshop. Students rotate through different phonics centers where they are learning basic phonetic principles. Recess and lunch follow phonics. After lunch, kindergarteners engage in an interactive read aloud where they are implicitly taught different comprehension skills, such as envisioning, synthesizing, and character study. The afternoons rotate between social studies, where students are learning about their community through block work, and science, where students are conducting experiments and learning about the world around them. Our days end with a council, shared reading, or reflection circle. Throughout the day, you will hear students singing, see them moving their bodies, and witness the excitement that naturally comes with a kindergarten classroom.

A typical day in first grade. First graders begin the day with a morning meeting where they build community by sharing about their lives. Then, they do daily oral language and calendar math. Afterwards, the students engage in McCracken dictation, where they learn and practice different consonants and vowel sounds, segmenting, diagraphs, and syllabication. Before math, all first graders meet to learn a song of the week in order to build their cultural capital and practice reading song lyrics together. During whole grade level song time, students are pulled for small ELD speaking and listening groups where we frontload vocabulary, teach sentence frames, and further support phonemic awareness development. Then, all students engage in a movement break that ends with a mindful meditation. We transition into a full hour of Singapore math where the students first engage in a variety of fluency activities such as timed math quizzes, counting games, and activities promoting the part/part whole relationship. Each day students practice problem solving skills and representing their thinking with a pictorial bar model, number

bond, and number sentences. Students then delve into the math lesson and learn new concepts using concrete manipulatives, pictorial representations, and abstract numbers ending with an independent follow up. After recess, first graders engage in half an hour of phonics work where they sort words by word families, manipulate sounds, and play games that reinforce phonemic awareness. Following phonics, students participate in reading workshop where they focus on a reading strategy and then read independently at their reading level while the teacher works with small guided reading groups and confers with individual children. Immediately after, the students jump into writing workshop where they also learn a writing strategy that they then implement independently in their writing folders. Upon returning from lunch, students engage in interactive read aloud where they practice reading skills such as envisioning and synthesizing information. They also preview important vocabulary before reading the book. Vocabulary is taught interactively. Students then engage in shared reading where they study a poem or short excerpt and focus on phonemic awareness skills, fluency, and writing mechanics. The rest of the afternoon is typically spent on projects for our science and social studies units. You will see students working cooperatively to plan their restaurant simulation, dressing in clothing from long ago, or solving engineering challenging.

A typical day in second grade. A typical day in second grade begins with shared reading and language development, where students practice vocabulary, grammar, and fluency. Math begins with fluency practice to reinforce concepts or in preparation for future content. A lesson includes a sprint, or drill, problem solving, concept development, and independent practice. Small group instruction may be present as needed. After recess, students are taught a mini-lesson in reading and then writing workshop, in which they practice a strategy modeled by the teacher. After the mini-lesson, they are dismissed for independent work, conferring, and small group instruction. The last part of the morning is dedicated to word study or phonics. The afternoon begins with an interactive read aloud, which includes shared thinking, partner talk, and grand conversations. The remaining of the afternoon is reserved for history-social science or science, Project Based Learning, or art. Students might spend this time making life cycle board games, building a model city, or studying the art of Ezra Jack Keats following a visit to the Skirball Cultural Center.

A typical day in third grade. Third graders begin the day with morning work to develop teach and practice grammar, spelling, word work, and math problems solving. Students then take turns being the DJ of the Week where they share their favorite songs while students stretch and get ready for the day. This helps develop community as students get to learn about one another through their music. Students then participate in shared reading. Students will create movements to the words, do vocabulary development, discuss meaning, and analyze an image. The shared reading pieces are grouped into units that teach about social issues. Then, students prepare for the interactive aloud. They grab their reader's notebooks and a pencil and meet on the rug to practice important reading skills such as inferring the author's message and developing theories about characters. Next, the teacher models a new reading strategy, students practice the strategy with a partner, and then go to their reading spots to continue working on the strategy in their independent book. During this 40 minutes of independent reading time, students are reading books at their levels or meeting with the teacher for a strategy group or a one-on-one conference. Following recess, students come in and warm-up for math with a timed math sprint. Then, they engage in math fluency to strengthen their automaticity. Students learn a new conceptual skill and then practice the new skill independently. Writing workshop follows math. The new writing strategy taught is practiced with a partner and then students continue using the strategy in their own writing pieces. Afterwards, students work in their Project Based Learning groups to learn

about various social studies or science topics. During this time, students may be making a video about L.A. history, practicing for their solar system musical, or learn about how animals adapt to the world around them.

A typical day in fourth grade. With a spring in their step, the fourth grade students enter our rooms prepared to engage in an academically exciting voyage. A typical day starts with morning meeting where students engage in discussion about building character as students and community members. Guided by Words Their Way methods, the students are in different word study groups based on their needs. Small group instruction time also supports our English Learners' vocabulary development and understanding of how the English language works. We begin reading workshop where the children participate in book clubs, strategy groups, and 50 minutes of independent reading. Using all of the components of Singapore math students share multiple ways to solve a problem and continuously work on mastering their math facts. Once math has finished, we move into writing workshop. Students excitedly come to the rug with their composition journals in hand. Similar to reading workshop, we conduct a mini-lesson, and engage with students as they write with gusto. The students return from lunch, ready for read aloud before launching into social studies and science. In the afternoon, fourth graders are busy using the computers to research regions of California, practicing for their living museum, or visiting our local library to find books on notable Californians.

A typical day in fifth grade. The first thirty minutes of the day are devoted to language development. During this time students are divided into two groups based on their level of English development. Students can be seen debating current event topics or getting a preview of upcoming content. Next is the reading block, which includes a teacher directed mini-lesson, 55 minutes of independent sustained reading, and small strategy groups. During math time, students engage in fluency exercises that help them practice their automaticity of math facts in an active way. Math continues with a mini-lesson, during which the teacher models a skill and students try similar problems on their individual whiteboards. The math lesson concludes with independent practice and enrichment for students with accelerated abilities. Using the workshop structure, writing includes direct instruction in grammar, conventions, and genre study. Our language arts component continues into the afternoon with an interactive read aloud that provides scaffolding for students to try out critical thinking with some support from the teacher. Students think about, write about, and discuss literature in partnerships. The school day ends with a block of Project Based Learning. Fifth graders can be seen attending Prince Henry School of Navigation, participating in a Revolutionary War battle reenactment, or preparing for their overnight trip to the Catalina Island Marine Institute.

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 2: Measurable Pupil Outcomes

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

Measuring Goals of the Educational Program

1. Measurable goals and objectives of the school’s educational program. The measurable goals and objectives of VCES’ educational program are included in Element 1, section 8. These goals include objectives for all pupils and for each subgroup of pupil’s identified for each of the eight state priorities identified by Ed Code.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. Performance targets. The chart in Element 1 section 8 identifies and describes specific performance targets (pupil outcomes) for all pupils and for each subgroup of pupils identified pursuant to Education Code that align with the eight state priorities.

3. Non-CAASPP assessments. VCES participates in the CAASPP. Therefore, many of our goals refer to this assessment, but the chart in Element 1 section 8 also incorporates other means to be used to assess

student academic growth and achievement of the standards and measurable goals for the grade level.

Other Performance Targets

4. Goals for Additional Innovative Components. In addition to goals related to Common Core State Standards, we have identified goals related to social emotional learning and family engagement that are important components of our program. Those goals are outlined in Element 1 section 8.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments

5. Monitoring and measuring student progress. In addition to the summative assessments referenced in Element 2/3 sections 1 through 4, we utilize formative assessments to monitor and measure student progress. To describe these assessments, we have addressed the specific assessment tools, the frequency of the assessments, and the performance expectations. These assessments are consistent with the goals of our instructional program, that is, students will meet and/or exceed the Common Core State Standards for their grade level.

Teachers use a variety of measures in order to ensure that instruction is differentiated to meet each individual student's needs. Comprehensive information gained through varied assessments helps teachers redirect resources and drives instruction by promoting and supporting self-reflection among students and teachers. Each assessment is strongly connected to learning outcomes and instructional methods used in the classroom (e.g., differentiated instruction). In addition, they collectively focus on student progress towards grade level content standards and areas where more intervention or referrals are required. VCES utilizes three benchmark assessments throughout the year, which are the AIMSweb reading assessments, Teachers College Reading Writing Project guided reading assessments, and AIMSweb computation assessment. Additionally, as teachers introduce new concepts, assessments such as graded class work, observations, individual or group projects requiring real world application of concepts, and teacher or publisher created quizzes inform the pace and differentiation of instruction. Summative assessments such as teacher or publisher created unit tests allow more formal evaluation of students' progress towards meeting standards and allow teachers to make instructional decisions regarding the next unit of study and plan for remediation as needed.

Language arts benchmark assessment tools. The two primary assessments that we use to monitor language arts proficiency are guided reading assessments and AIMSweb assessments. These assessments are primarily formative in nature, as they are used to determine strategy groups and lines of study. They are reported to families at least four times a year- twice at parent conferences and twice on progress reports. For the purposes of the progress reports, they are considered summative assessments. AIMSweb is a universal screening, progress monitoring, and data management system. To assess reading fluency, first through fifth grade teachers administer AIMSweb fluency assessments, which involve having a student read three grade level passages for one minute each. The median score is considered to be the number of words per minute that the student can read. AIMSweb benchmark assessments are given three times per year and are then used either weekly or monthly to progress monitor students not meeting grade level expectations. Kindergarten teachers give the AIMSweb letter name and letter sound assessments three times a year. We evaluate student progress based on the national percentile norms developed by AIMSweb. The 50th percentile is our schoolwide minimum target for meeting grade level expectations. The second benchmark assessment administered is the Teachers College Reading Writing Project (TCRWP) guided reading assessment includes a running record and four literal and inferential comprehension questions. Completed assessments are analyzed, so teachers can identify specific student needs in the area of reading and support students individually or in small strategy groups. The levels are based on book features and level of content, and increase in complexity as a student develops his/her reading proficiency. Teachers College guided reading assessments are given at approximately five times a year, including at the start of the year, in November, in January, in March, and at the end of the year. In

the lower grades, when students progress through reading levels more quickly, teachers will administer the assessments more often. To determine a student's proficiency, we use the guidelines set forth by TCRWP, which are denoted in Table 17.

Table 17: Guided Reading Benchmarks

	SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
K	Emergent Story Books Shared Reading	Emergent Story Books Shared Reading A/B (with book intro)	B/C (with book intro)	1 = Early emergent 2 = A/B (with book intro) 3 = C (with book intro) 4 = D/E	1 = B or below 2 = C (with book intro) 3 = D/E 4 = F or above
1 st	1 = B or below 2 = C 3 = D/E 4 = F or above	1 = C or below 2 = D/E 3 = F/G 4 = H or above	1 = D or below 2 = E/F 3 = G/H 4 = J or above	1 = E or below 2 = F/G 3 = H/I/J 4 = K or above	1 = F or below 2 = G/H 3 = I/J/K 4 = L or above
2 nd	1 = F or below 2 = G/H 3 = I/J/K 4 = L or above	1 = G or below 2 = H/I 3 = J/K/L 4 = M or above	1 = H or below 2 = I/J 3 = K/L 4 = M or above	1 = I or below 2 = J/K 3 = L/M 4 = N or above	1 = N or below 2 = K/L 3 = M 4 = N or above
3 rd	1 = J or below 2 = K/L 3 = M 4 = N or above	1 = K or below 2 = L/M 3 = N 4 = O or above	1 = L or below 2 = M/N 3 = O 4 = P or above	1 = M or below 2 = N 3 = O 4 = P	1 = N or below 2 = O 3 = P 4 = Q or above
4 th	1 = N or below 2 = O 3 = P 4 = Q or above	1 = N or below 2 = O/P 3 = Q 4 = R	1 = O 2 = P 3 = Q/R 4 = S	1 = O 2 = P/Q 3 = R/S 4 = T	1 = P 2 = Q/R 3 = S 4 = T
5 th	1 = P or below 2 = Q/R 3 = S 4 = T or above	1 = Q or below 2 = R/S 3 = T 4 = U or above	1 = R or below 2 = S 3 = T/U 4 = V or above	1 = R or below 2 = S/T 3 = U 4 = V or above	1 = S or below 2 = T 3 = U/V 4 = W or above

Math benchmark assessments. In first through fifth grades, math computation fluency is assessed three times per year using AIMSweb assessments. This nationally normed assessment requires students to answer as many questions as possible in an eight minute timeframe. Correct answers are worth either one or two points depending on the complexity of the problem and the total number of points earned

corresponds to a percentile. Students who score in the 50th percentile are considered proficient. Three different probes that increase in complexity are given across the school year. In kindergarten, the math fluency assessment does not test computation skills, but rather it is a number identification assessment. Teachers use the data to monitor the progress of students and make decisions regarding curriculum and enrichment or intervention strategies.

TCRWP guided reading assessments, AIMSweb fluency assessments, and AIMSweb computation assessments are just three ways that student progress is evaluated. Teachers also use a variety of normed grade level assessments, teacher-created assessments, and informal and formal observations to monitor student mastery of the standards. Table 18 outlines the assessments that are used to determine learning outcomes, including those listed above. In all cases, the performance expectation to be on grade level is a score of a three.

Table 18: Formative Assessments

Assessment Tool	Grades	Frequency	Progress Measured
Language Arts			
TCRWP Reading Assessments	Kinder - Fifth	5-7 times a year	Guided Reading Level including: Fluency- Intonation and accuracy, comprehension (literal and inferential), retelling
AIMSweb Letter Name and Letter Sound Recognition	Kinder – First (as needed)	3 times a year	Mastery of the alphabet
AIMSweb Reading Fluency Assessments	First - Fifth	3 times a year, with progress monitoring as needed	Fluency
TCRWP High Frequency Word Assessments	Kinder - Second	3-6 times a year	High frequency word recognition, fluency, and automaticity
Student/Teacher One on One Reading and Writing Conferences	Kinder - Fifth	Weekly	Reading skills and strategies including: comprehension, fluency, decoding, making meaning, monitoring for sense, analyzing internal and external plot lines, mood, theme, author’s message, plot structure, character
			Writing skills and strategies including: editing, revising, spelling, developing, voice, grammar and mechanics, use of figurative language, descriptive details, show not tell, using domain specific vocabulary, use of dialogue, sequencing

Assessment Tool	Grades	Frequency	Progress Measured
			Behavioral skills and strategies including: engagement, focus, stamina
CORE Phonics Assessment	First	Annually	Phonemic awareness and understanding including rimes, segmenting, blending, beginning/medial/ending sounds
Words Their Way	Fourth and Fifth	Twice a month	Word Study including but not limited to spelling, word patterns, prefixes, suffixes, phonemes, diphthongs, digraphs, etymology, Greek and Latin roots, vowel/consonants, homophones, homographs
Spelling Pattern Assessments	Second and Third Grade	Twice a month	Student knowledge of spelling patterns
Teacher-created and TCRWP writing rubrics	Kinder - Fifth	Monthly	All writing standards
Grand conversations, small group, and partner conversations	First - Fifth	Daily or Weekly	Listening and speaking skills, auditory and inferential comprehension, ability to analyze characters, plot, setting, etc., language development
Readers' Notebooks	Third - Fifth	Weekly	Reading comprehension, analysis of reading, applying strategies, critique of reading, synthesis
AIMSweb Fluency	First - Fifth	Benchmarks three times per year and as needed for progress monitoring	Fluency

Assessment Tool	Grades	Frequency	Progress Measured
Mathematics			
AIMSweb Math Computation Fluency	First - Fifth	Benchmarks three times per year and as needed	Math computation
AIMSweb Number Identification	Kinder	Benchmarks three times per year and as needed	Number identification
Singapore Math and teacher-created end of unit assessments	Kinder - Fifth	Monthly	Math standards
Singapore Math and teacher-created exit-tickets or classwork	Kinder - Fifth	Daily	Math standards
Project Based Learning			
Pre and Post Tests	Second - Fifth	5+ times per year, depending on the grade	History-social science and science standards
Collaborative Group Presentation and Project Rubrics	First - Fifth	5+ times per year, depending on the grade	History-social science and science including content knowledge, collaboration skills, listening and speaking skills, project product, participation, presentations
Informal Observations	Kinder - Fifth	Daily	All areas

Data Analysis and Reporting

As indicated in the Table 18, VCES uses a balance of classroom assessments and normed-based assessments to measure the progress of our students. These school based assessments are analyzed in conjunction with CAASPP and ELPAC results. Data from at least one of these sources is gathered daily and analyzed by teachers just as often. When analyzing classroom data teachers take into consideration how the class did as a whole and how an individual did. Teachers do not just look at overall scores or if an answer is right or wrong, but they analyze data by looking for trends and common mistakes. Data is also gathered from norm-based assessments, such as AIMSweb assessments for fluency and math and the TCRWP reading assessments. By using a consistent assessment in every grade level, the faculty is able to look at an individual student's scores from year to year as well as trends in a grade level's performance.

Data is analyzed to inform instruction on a daily basis, at the end of units, and annually. It is also analyzed by looking at classes, individual students, and grade levels. In writing, teachers use publications from the previous unit to plan mini-lessons and small groups. The teacher makes observations about what areas individual students or the majority of the class needs help with. The teacher can also identify students' strengths and plan strategy groups that will extend their current skills. Other classroom assessments, such as math tests and mid-unit quizzes, are analyzed to inform the teacher about what topics need to be retaught. Teachers use formal assessments, including TCRWP reading assessments and

AIMSweb fluency and math assessments to form strategy groups. If a student scores below the 50th percentile in fluency, that student receives extra lessons on fluency and her progress is monitored through the online web portal. The reading specialist is especially responsible for monitoring the progress of students on norm-based benchmark assessments. Prior to each intervention cycle, she reviews student data to note which students made progress and which have stagnated or declined. Then, in collaboration with the teachers, she determines who would most benefit from intervention. Teachers are constantly collaborating, reevaluating, and monitoring student progress to make sure that their instruction matches the level of their students.

Data is not only analyzed to inform daily instruction, but it is used to monitor and improve our programs and operations on a larger scale. A composite view of students' scores is stored in Excel spreadsheets, which are reviewed and evaluated regularly at faculty meetings and by the principal. By organizing data in this way, administrators and faculty are able to look at trends across grade levels and by subgroup and determine if school-wide changes need to be made. For example, we an analysis of the data has revealed an achievement gap between our English language learners and the schoolwide average proficiency rate. In response to this, we have given priority for reading intervention to English language learners and we have provided additional designated ELD time with the reading specialist for students in fourth and fifth grade who have not made adequate progress towards reclassification. Additionally, as mentioned in element 1, we are closely evaluating student progress on the CAASPP mathematics assessment and our AIMSweb math assessment. We have noted that the average proficiency rate K-5 for subgroups on the AIMSweb math assessments is typically higher than the same subgroup's proficiency on CAASPP. This has prompted us to look more closely at other forms of assessments to evaluate our math program, including classroom assessments that include word problems. We have also altered our pacing plans to ensure that every unit is taught before the state assessment.

Results from these myriad of assessments are collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section, including access to the School Accountability Report Card (SARC) through our website.
- Summary data from an annual parent satisfaction survey.
- Summary data regarding standardized test scores such as ELPAC and CAASPP and pupil progress and expectations.

Grading, Progress Reporting, and Promotion/Retention

Grading policy and progress reporting. VCES teachers and administrators encourage parents to become involved in their child's learning process and outcomes. Students are graded on classroom assignments using a four-point rubric, with four indicating that the student is working above grade level, a three meaning the student has met grade level standards, two indicating the student is approaching expectations, and a one meaning that the child is far below grade level. In writing workshop, teachers use the genre specific rubrics designed by TCRWP to assess students' final publication. In math, teachers analyze assessments for trends in their answers, rather than finding a percentage of correct answers. Reading scores are primarily derived from the benchmark assessments, but in the upper grades students are also graded on completion of their weekly book per week goals and readers' notebook.

Teachers communicate regularly with families to share progress, but there are four formal benchmarks throughout the year. One of these is the progress report, which is given to parents in January and in June. This comprehensive report consists of a nearly one-page narrative about the student's progress with academics, social emotional learning, and work habits. The following three pages contain a numerical report of the student's progress in the same three areas. The second formal report of progress occurs during parent-teacher conferences in November and April. During this time teachers share artifacts such

as writing publications, benchmark assessments, and in class assessments. Parents are encouraged to bring their concerns and observations to the meeting, as we see parents as equal partners in their child's growth and development. We also value the students' voice and for that reason we have fifth graders lead both conferences and third and fourth graders lead the spring conference.

While conferences and progress reports give parents an opportunity to discuss their individual child's progress, the annual presentation of CAASPP data provides an opportunity for parents to see schoolwide trends in student progress. School administration presents this data to the board and the school community.

Student retention and promotion. Students are promoted to the next grade unless there is significant concern about progress in the early grades. If a student is not making adequate academic progress or social/emotional progress in kindergarten) and becomes a candidate for retention, VCES will notify the parent in writing and will also contact the child's parent by phone. The child's teacher will consult with the principal and parent in each case concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process. We have found retention most successful when parents agree with the decision to retain, therefore we value and strongly consider their input. After interventions have been implemented and the results documented, a collaborative decision to retain may be made.

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.¹

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.

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

¹The 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.

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.

Non-profit Public Benefit Corporation

VCES is a directly funded independent charter school and is operated by Valley Charter School ("VCS"), a California non-profit public benefit corporation with 501(c)(3) tax-exempt status. Valley Charter School also operates Valley Charter Middle School ("VCMS").

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Board of Directors Responsibilities, Composition and Member Selection

Responsibilities

The Valley Charter School Board of Directors ("Board of Directors" or "Board") is responsible for all legal and fiduciary matters involving both VCES and VCMS. The Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board has the responsibility for hiring and evaluating the Executive Director. Approving the yearly budget, contributing to the financial well-being of the Charter School, fiscal oversight, compliance, and upholding the mission of the Charter School as outlined in the charter are essential responsibilities of the Board. In accordance with our school culture, the Board strives for consensus in making decisions and taking actions. If consensus cannot be reached, decisions are made by majority vote.

The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and

the Brown Act. The Board will partner with the California Charter Schools Association (“CCSA”) and/or other experienced board governance professionals to provide in-service trainings on the Brown Act, conflicts of interest and other charter school governance practices.

The Board creates committees as needed to address issues related to fulfilling the mission or operational needs of VCES. Committees may include: Development, Governance/Nominating Committee, Finance, Strategic Planning and Assessment, and Site Development.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Composition of Board, Election, and Terms of Office

The Board of Directors is made up of Directors with expertise in education, finance/accounting, and nonprofit and community organizations. The Board of Directors consists of at least five (5) and no more than fifteen (15) members. Currently, the Board has nine (9) Directors. The Governance/Nominating Committee of the Board, if appointed, will interview and propose all candidates to the full Board for vote. If a Governance/Nominating Committee is not appointed, the Board of Directors will interview all candidates. Families of current VCES students and families of current VCES students each elect one parent representative to the board annually. The Board of Directors will NOT include the Executive Director or Charter School Principal, but will include an LAUSD representative, at the District’s election, in accordance with Education Code Section 47604(c). Consistent with the corporate Bylaws, the Board of Directors shall be composed of no less than five (5) and no more than fifteen (15) directors, and shall include at least: (i) one (1) parent of an actively enrolled student of each Valley Charter school; (ii) one (1) educator with experience and expertise in the field of learning and teaching that is developed and practiced at Valley Charter School, but who is not currently employed by any Valley Charter School; and (iii) one (1) representative appointed by the LAUSD Board. The Board may elect or appoint additional directors through the majority vote of the then-existing Board. Each director shall be elected to office for a two (2) year term, and until a successor director has been designated and qualified. Each director shall be elected to office for a two (2) year term, and until a successor director has been designated and qualified.

Desirable qualifications for Board Members include:

1. Commitment to our mission, vision, and design elements
2. Professional experience that complements the expertise of the existing Board.
3. Ethnic, linguistic, and/or socioeconomic diversity that approximates our student populations.
4. Professional educators with experience in high performing, successful schools.
5. Nonprofit leadership experience or prior board experience.
6. Development experience and/or capacity to attract new resources to the school.

Process for Selecting Board Members

Any member of the community may refer a potential candidate to the Board’s Governance/Nominating Committee, if appointed, for consideration either when there is a mid-term vacancy or an upcoming expiration of a regular Board term. The Governance/Nominating Committee will meet with all prospective candidates to determine whether or not to recommend them as candidates to the Board and whether they fit the stated needs of the Board recruitment

strategy. If the candidate meets the needs of the Board at that time, the Governance/Nominating Committee will present the Nomination and the candidate's resume during a Board meeting. If any Board members have questions or want to meet the potential member, the Governance/Nominating Committee will facilitate such a meeting. The Board strives for unanimous support for new Board Members, but per the Bylaws, a simple majority is all that is needed.

If a Governance/Nominating Committee is not appointed, Board membership will be determined by simple majority vote.

Any parent representative on the Board must be a parent of an actively enrolled student of a Valley Charter School. Such parent representative shall automatically be deemed to have resigned from and removed from the Board if the child of such individual no longer attends Valley Charter School.

Governance Procedures and Operations

Regular meetings of the Board of Directors shall be held on a regular basis from time to time as designated by the Board, and in accordance with the Brown Act. All Board meetings are open to parents, the community, and staff and language interpreters are made available upon request.

Notice of Board meetings are posted in accordance with the Brown Act on our community email forum and in public places around the Charter School site. Meetings are noticed in accordance with Brown Act requirements. The regular meeting schedule is publicized at the beginning of every academic year and each meeting is noticed 72 hours prior to the meeting along with the agenda. Special meetings are noticed 24 hours prior. Meeting agendas are posted on the VCES website, physical copies are posted outside of the Charter School, main office and copies are available during the meetings. The Board secretary records Board actions within the minutes that are approved on a regular basis. Minutes and all meeting materials are available in the Charter School's central office for inspection by the public and on our website.

Meetings require quorum (a majority of the directors then in office). If there is less than a quorum at the inception of a meeting, the meeting shall be adjourned. All agenda items are noted on the agenda as being updates, discussion, or action items. In order for the Board to take action on an item, that item must be on the agenda as an action item prior to the meeting. When actions are being voted upon, a director must make a motion, and another director can second. Discussions are held as needed, and then votes are taken by roll call. The Secretary records the motion, and who made it and seconded, and records the votes or abstentions of each Board member.

Board meetings shall be held within the physical boundaries of Los Angeles County, and a two-way teleconference location shall be established at each schoolsite, in accordance with Education Code Section 47604.1(c)(3). Directors may participate in teleconference meetings in compliance with Brown Act requirements and as outlined in the Bylaws.

Role of Administrative Leadership

Information about the roles and responsibilities and qualifications for all employees, including the Executive Director and Principal are included below in Element 5.

Parent/Stakeholder Involvement

Parents and families are given myriad opportunities to be involved in the life of the Charter School. For example, all families participate in the election of representatives to the Parent/Faculty Council (otherwise known as the Site-based Council). The Parent/Faculty Council is an advisory body of elected teachers and parents that discusses relevant school issues with the Principal, including, but not limited to helping to set priorities and giving input to create the annual budget.

In addition to the Parent/Faculty Council (described below), the Charter School consults with parents and faculty on a regular basis regarding the Charter School's educational programs, pursuant to Education Code Section 47605(c). The Charter School also maintains a school website to post copies of important announcements, deadlines, and Board meeting information to ensure stakeholder involvement.

Parent/Faculty Council

The Parent/Faculty Council consists of a total of six members comprised of: three parent elected parent representatives; two teacher elected teacher representatives; and the Principal. The election process, directed by the Principal, will be transparent and inclusive, with candidates provided an opportunity to self-nominate, and presentations (written and/or oral) of nominees to the entire school community at least one week before a vote is held, followed by a vote. The Parent/Faculty Council meets at least once a month during the school year, or more often as the Council determines is necessary. Parent/Faculty Council and sub-committee meetings are held in accordance with the Brown Act. The Parent/Faculty Council is a means of ensuring that faculty and family voice is officially heard and responded to by the Charter School administration. It is also the means through which the Principal manages parent volunteers, community building, fundraising and ad hoc committees.

Parent Committees

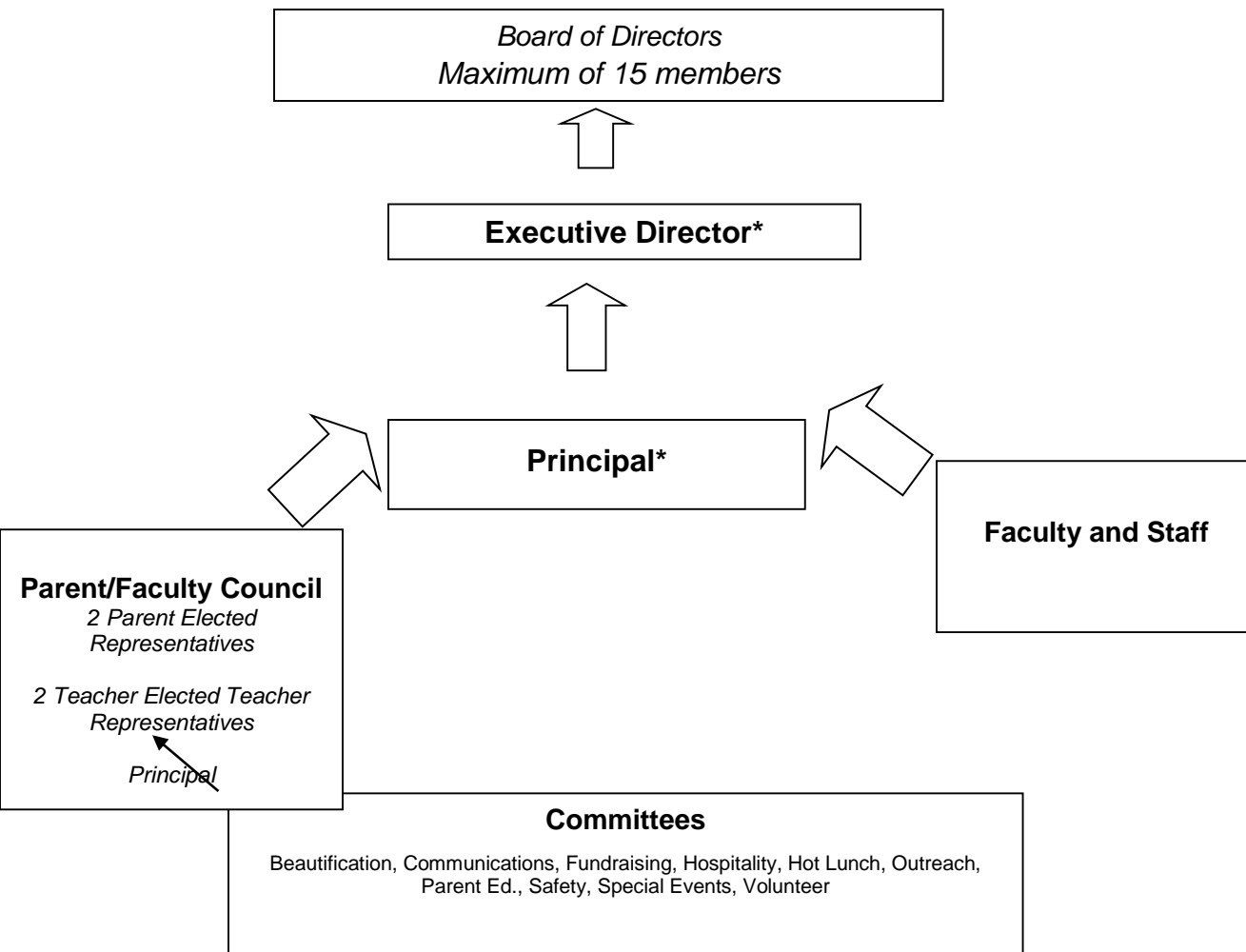
Separate and independent of the Parent/Faculty Council and Board of Directors, all parents are invited to join any of the committees in which they have an interest. Parent committees do not have a governing role in the Charter School, but rather serve as a means for coordinating volunteer efforts and planning Charter School events under the supervision of the Principal. These committees are formed based on need at the request of the Principal or at the suggestion of parents, pending the approval of the Principal. The parent committees report back to the Parent/Faculty Council. Current parent committees include:

- **Beautification Committee** - The Beautification Committee helps to improve the VCES campus by organizing cleanup days, greening up outdoor spaces and providing necessary repairs.
- **Communications Committee** - The Communications Committee creates and manages content that supports our Charter School committees and communicates with our families, prospective families, donors and partners. Sub-committees include: The Scoop!

Newsletter, VCES Website, eBlast, Yearbook and Marketing Materials.

- **Fundraising Committee** - The Fundraising Committee is a large committee whose main goal is to achieve the fundraising objective set forth by the Board of Directors in the annual school budget. Sub-committees include: Annual Giving Campaign (an annual fundraising campaign, which is a voluntary campaign that both individuals and organizations can contribute to. Parents are not required to make any financial contributions to this campaign), Sprint Event, Grant Writing, Jogathon, and Merchandising.
- **Hospitality Committee** - The Hospitality Committee supports many of the events that take place at VCES, including Welcome Picnic, Back To School Night, Prospective Parent Nights, Teacher Appreciation, Principal and Parent/Faculty Council Meetings, Open House and some of the Fundraising and Special Events. Hospitality also ensures support for families during challenging times.
- **Hot Lunch Committee** - The Hot Lunch Committee serves a daily hot lunch to the students of VCES. Set up is at 11:45 a.m. and services finishes by 12:45 p.m. Parents who volunteer to serve hot lunch are asked to commit to a minimum of two lunches each month. In accordance with Education Code Section 47605(n), the Charter School shall notify parents and guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School.
- **Outreach Committee** - The Outreach Committee's main goal is to create a highly diverse student population at VCES. Volunteering involves reaching out to new communities and building partnerships, assisting with school tours, orientation meetings and various outreach events.
- **Parent Education Committee** - Parent Ed is a small committee that works to bring speakers to VCES to talk on various parent education/child development topics that reflect and support the values and philosophy of the Charter School.
- **Safety Committee** - Members of the Safety Committee collect, organize and store comfort kits and emergency cards for each new student and update those items for existing students. Members also update all Charter School emergency supplies and assist the Principal and faculty in emergency preparedness needs.
- **Special Events Committee** - The Special Events Committee fosters a sense of community, school spirit and FUN through non-fundraising community events. Volunteer efforts include chairing events, planning activities, soliciting donations, making decorations, promoting events, planning menus/making food, securing entertainment/speakers, and volunteering at the event.
- **Volunteer Committee** - The Volunteer Committee works with parents by finding appropriate and achievable volunteer opportunities. Parent support and volunteerism is valued. Volunteerism is neither a condition of enrollment nor of continued enrollment. The committee also supports general committee development

Governance Structure*



* Description of the major roles and responsibilities, within the governance structure, of VCS' Board of Directors and executive-level employees may be found in Element 5 under Key Employee Positions and Qualifications.

Element 5 - Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

VCES is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of his or her role in the Charter School, every person hired by VCES actively helps to promote the curricular philosophy, instructional program and the Charter School community’s guiding principles. All requirements for employment set forth in applicable provisions of law will be met.

All staff are expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

The administrative positions for VCES include:

- Executive Director
- VCES Principal
- Office Manager

Executive Director

The Executive Director holds responsibility, accountability and authority for the Charter School’s overall performance and success in fulfilling the Charter School’s mission. It is the primary responsibility of the ED to ensure the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the Charter School’s long-term sustainability.

The ED reports to the Board of Directors and is responsible for the overall operations of all of the charter schools operated by Valley Charter School. The ED hires and evaluates the Charter School Principal.

Minimum qualifications:

- Have at least three years of executive leadership experience.
- Have a master's degree in school administration or a relevant field.
- Have experience with development and fundraising.
- Have experience managing a complex budget, including working with restricted revenue streams.
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth.
- Have excellent written and verbal communication skills.
- Commitment to and experience working with students from diverse backgrounds with unique academic and personal needs.

Specific qualifications include:

Management and Leadership Experience: The ideal candidate has extensive management experience with a record of success in leading and sustaining a school, fundraising, budgeting, government relations, and marketing. S/he has the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he is a confident decision-maker and possesses the ability to facilitate collaboration and teamwork.

Visionary Experience: As the charter school landscape is changing quickly, there will be many opportunities to take a leadership role in shaping the future of the charter school movement through partnering, innovation, and persuasion. The ideal candidate is able to think creatively and envision new ways of cultivating and expanding partnerships within the public and private sectors.

Passion for Educational Excellence: Experience in the field of education is required, with knowledge of excellent schools beyond those affiliated with LAUSD is absolutely essential. In addition, the candidate must demonstrate an ability to communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of VCES.

Fundraising Focus: The ED must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector, and government grant makers as an essential part of his/her role. Staying abreast of changing funding opportunities and challenges and working them to the Charter School's advantage will be a critical component of this position.

Responsibilities include:

- Extend fundraising beyond the Charter School community to include outside sources of funds
- Facilitate strategic planning with the Board of Directors
- Create big picture educational program strategies with the Principal, but also respect the autonomy of the Principal in fulfilling the educational mission of the Charter School
- Diagnose the gaps between where the Charter School is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Develop and retain high-performing individuals who are passionate about the Charter School and its mission

- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Work with the Board on a capital campaign to secure and develop permanent site(s)
- Oversee and manage the operating budget
- Ensure that VCES has suitable school site(s)
- Oversee Charter School compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Represent the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as a community leaders to maintain support from the local communities
- Develop and maintain effective relationships with the LAUSD Charter Schools Division, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters

VCES Principal

The Principal of VCES is the educational and instructional leader of the Charter School, and works with the ED to create systems that ensure a data driven, project-based, standards-based, constructivist educational program.

A personnel committee may be formed as needed by the Executive Director in order to support efforts in hiring the Charter School Principal. The Executive Director is responsible for hiring the Principal, who is ultimately responsible for hiring faculty and staff.

Minimum qualifications include:

- Experience as a middle and/or high school leader
- 3-5 years of teaching experience, preferably in upper elementary or middle school
- Graduate of a recognized college or university with a master's level or higher degree
- A valid California Administrative Services credential preferred
- Bilingual Spanish speaker preferred

Specific qualifications include:

Our ideal Principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a charter school leader. A required qualification is the ability of the Principal to effectively implement a data driven instructional program and a project-based curriculum.

The ideal candidate will have (these are preferable but not required):

- Teaching experience in a variety of grade levels;
- A Master's Degree in Education and/or Administrative Credential (prior administrative experience desirable);

- Experience in a charter or independent school or traditional public school that has record of high achievement;
- Knowledge of or experience with diverse populations, English learners and GATE;
- Experience with a constructivist approach to teaching and learning; backward design and creation of a project-based curriculum; commitment to incorporating learning goals beyond the state standards;
- Strong computer skills;
- Excellent communication skills; experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

Responsibilities include:

Educational Leadership:

- Provide hands-on guidance to teachers as they create a project-based curriculum that relies on rubrics to assess student learning of both State Standards and additional learning goals (the Charter School's definition of an educated person in the 21st century);
- Lead backward design curriculum creation efforts that ensure students will master State Standards and be prepared for state standardized assessments.
- Use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement;
- Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
- Work with teachers to develop a teacher evaluation process;
- Develop partnerships with university researchers to support teacher's action research endeavors;
- Develop partnerships with similar schools to enable VCES teachers to be both learners and mentors;
- Lead the design and implementation of the Charter School's programs for Special Education, EL, and GATE students;
- Hire and retain high quality faculty and staff;
- Promote the Charter School mission and philosophy throughout the Charter School community;
- Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.

Charter School and Community Relations:

- Participate in all aspects of Charter renewal, review and compliance;
- Work with the ED in the strategic planning for the growth of the Charter School;
- Schedule and participate in regular family and community meetings;
- Encourage and develop parent/guardian involvement/partnerships;
- Maintain positive relationships with LAUSD and its related entities;

Charter School Management:

- Budget creation with the ED; Charter renewal; Outreach & Partnerships.

Teaching Staff

All VCES classroom teachers (of core classes), enrichment teachers (of non-core classes), and all paraprofessionals shall meet the requirements for employment of Education Code sections 47605(1) and 45330, respectively, and the applicable provisions of *ESSA*. Evidence of all required credentials is maintained on file and monitored by the Principal at VCES, and made available to

LAUSD upon request. The Charter School Principal holds the responsibility to monitor credentials.

The VCES Principal selects the teachers on an application, interview and teaching observation basis, with the help of a personnel committee per the discretion of the Principal. Selection of teachers is based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates are required to teach a model lesson either at the Charter School or at their current place of work.

Classroom Teacher

The ideal elementary school teaching candidate has the following minimum qualifications:

- 2+ years experience teaching the relevant grades
- Maintains a valid and current California teaching credential appropriate to their assignment.
- Experience with and passion for pedagogical practices grounded in constructivism and differentiated instruction
- Experience with and interest in creating project-based curriculum that is standards-based and incorporates additional learning goals that reflect the multiple intelligences.
- Commitment to the VCES mission and the goals of the VCES charter
- Experience with and/or desire to develop as a professional educator

Responsibilities include:

- Preparing and implementing project-based curriculum that lead to student investigations and multiple assessments
- Pedagogical methods that emphasize active learning strategies
- Assessing student progress and maintaining accurate records
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Reading Intervention Specialist/Professional Development Coordinator (1.0 FTE)

The ideal elementary reading intervention specialist/professional development coordinator candidate has the following minimum qualifications:

- 3+ years experience teaching elementary grades
- Maintains a valid and current California teaching credential appropriate to their assignment.
- Expertise in Teacher's College reading and writing workshop model
- Experience with and passion for pedagogical practices grounded in constructivism and differentiated instruction
- Commitment to the VCES mission and the goals of the VCES charter
- Experience with and/or desire to develop as a professional educator

Reading Intervention Specialist (.6 FTE) Responsibilities Include:

- Provides direct instruction to students identified as eligible for reading services in individual and small group settings.
- Identifies students' needs and establishes clear objectives for all lessons and units using formal and informal assessment data.

- Uses a variety of instructional techniques and literacy materials consistent with reading/language arts content standards and the needs and capabilities of the individuals or student groups involved.
- Creates a classroom environment and research-based program of study that are conducive to learning and appropriate to the maturity and interests of the students.

Professional Development Coordinator (.4FTE) Responsibilities Include:

- Consults with administrators and teachers to develop a long term plan for professional development, including the August institute.
- Selects or develops appropriate training materials such as handouts, training books, demonstration models, multimedia visual aids, and reference works.
- Designs and presents staff development sessions on best practices that include observations, modeling, discussions, and/or professional texts. Arranges for teachers to have release time for additional planning, as allowed by the school.
- Coaches and supports employees with developing their skills.
- Strives to maintain and improve professional competence through professional development activities.
- Helps locate, order, and promote materials to improve reading instruction. Participates in discussions or activities focused on using research to improve reading/language arts teaching.
- Monitors data and ensures that all teachers have access to assessments.
- Oversees and participates in the SSPT process.
- Attends meetings and serve on staff committees as required.
- Other duties as assigned by the Superintendent or his/her designee.

Resource Specialist Teacher

The Resource Specialist Teacher candidate has the following minimum qualifications:

- 2+ years experience teaching experience in the field of special education
- Holds at minimum a current and valid Education Specialist Credential and ideally, a Resource Specialist Authorization
- Experience with and passion for pedagogical practices grounded in constructivism and differentiated instruction
- Experience with and interest in assisting in modifying curriculum that is State Standards-based and incorporating additional learning goals that reflect the multiple intelligences.
- Commitment to the VCES mission and the goals of the VCES charter
- Experience with and/or desire to develop as a professional educator

Responsibilities include:

- Prepare student education plans in consultation with parents and IEP team members.
- Design instruction, both individual and small group, which parallels the general education curriculum.
- Act as case manager for all IEPs.
- Use Welligent for IEP documentation.
- Monitor student progress, participate in review and revision of IEP, as appropriate.
- Assess students with IEPs or possible IEPs.
- Maintain appropriate student data and other records and submit reports as required.
- Act as inclusion facilitator by providing support to teachers (planning, co-teaching, etc.) and social lessons in the classrooms.

- Attend all IEP meetings and parent-teacher conferences, when appropriate.
- Perform other duties as assigned.

Teacher's Aides/Assistants

The VCES Principal works with each classroom teacher in order to select a teacher's aide. The VCES Principal or teacher committee reviews incoming resumes and identifies individuals with appropriate qualifications, then the teacher interviews and, if time allows, spends time observing and working with the potential assistant.

Minimum qualifications include:

- An Associate's Degree or 48 college credits; Bachelor's degree preferred.
- Demonstrated ability to respect diversity and help children develop a positive self-image as successful learners.
- The ideal candidate has completed coursework in the education of middle grade children and has experience working with middle age children in a school setting.

Responsibilities include:

- Work as a teaching aide under the direction of the classroom teacher and Principal.
- The aide assists the teacher in providing a creative learning environment that embraces constructivist principles of teaching and learning.
- S/he works with students individually and in small group activities.
- Supervises students during recess and lunch
- In addition, s/he assists in the documentation of pupil progress, the making/preparing of instructional materials and the performance of other duties related to fostering a community of learners in the classroom.

Office Manager/Office Staff

The Office Manager is hired by and reports to the Principal. The role of the Office Manager is to assure the smooth and efficient operation of the Charter School office to maximize the positive impact of education for all students; to contribute to school/public relations by prompt and courteous handling of all inquiries and visitors; and to assist and relieve the Principal of paperwork and impediments so that he/she may devote maximum attention to the central issues of education and educational administration.

Minimum qualifications include:

- Operate standard office equipment including pertinent software and spreadsheet/database applications
- Plan/manage projects
- Perform basic bookkeeping and record keeping
- Communicate and write with appropriate grammar and punctuation
- Maintain confidentiality
- Meet deadlines and schedules
- Set priorities
- Work as part of a team
- Work with continual interruptions

Responsibilities include:

- Serve as office receptionist; answers and responds to telephone and in-person inquiries from students, parents, and the public. Receives, sorts, and distributes mail; prepares outgoing items for mailing. Greets visitors for the purpose of providing direction and/or ensuring that visitors sign in/out as required.
- Maintains documents, files and records (e.g. administrative and financial records, Principal's calendar, registration, all forms, student cumulative folders, attendance records, report cards, data processing records, testing materials, immunization records, financial information, inventory records, etc.) for the purpose of providing up-to-date reference and audit trail.
- Process applications for the Free and Reduced Lunch program; explains program to parents; forwards information to Food Service Department. Distributes, retrieves, and summarizes federal survey forms.
- Type accident reports; forwards accident report information promptly.
- Monitor behavior of students in the office area; oversees behavior of students sent to office for disciplinary reasons.
- Coordinate a variety of programs and/or activities (e.g. staff trainings, work assignments, etc.) for the purpose of ensuring availability of facilities and/or equipment and delivering services in compliance with established guidelines.
- Disseminate all school notes and forms, and compile the information contained thereon and transmit such forms as appropriate (such as emergency cards, photo authorizations, school roster releases, etc.).
- Maintain up-to-date student roster lists.

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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has

performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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.

Custodian of Records

The charter school principal shall be the custodian of records per the California Department of Justice requirement.

Health and Wellness

At VCES we believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. "It is important that those concerned about the wellness of our children spread a common message to the community, that a child's healthy body and mind has a foundation in the food and beverage choices available and made both at school and elsewhere." Refer to www.ADADCmideast.com for additional information.

We encourage healthy eating by:

- Working closely with our hot lunch provider to ensure that there will be balanced meals, with an emphasis on fresh, locally grown produce, on a daily basis;
- Encouraging parents to send snacks and lunches that are healthy:
 - Fresh fruits and vegetables, protein, complex carbohydrates;
 - Limited refined sugar, trans fats, and artificial sweeteners;
- Asking that students *not bring soda or candy* to school; and

- Notifying parents ahead of time of school celebrations that involve food.

School Safety Plan

The Charter School shall adopt a School Safety Plan with input from classified/certificated employees, first responders, and the Los Angeles Fire Department. The plan will be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents
- procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

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.

VCES is committed to making every effort to recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District. VCES maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter School and outreach event calendars and flyers to reflect the efforts the Charter School has made to achieve racial and ethnic balance. Currently, VCES maintains the LAUSD Racial and Ethnic Balance goal of a 60:40 ratio.

Means of Recruiting A Diverse Student Body to VCES – Outreach Plan

VCES intends to expand upon the outreach model of building official partnerships and organizing informal events that has been implemented by VCES leadership. The Principal, Outreach Committee, and the Executive Director lead the efforts of building official partnerships by following the steps outlined below. After partnerships are in place, families expand upon this plan by implementing informal events. The partnership building process includes:

- 1) Research, examine and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places (farmer’s markets, performance spaces, etc.) serving the people within the Van Nuys, North Hollywood, and North Hills geographical boundaries. In the interest of serving the greatest possible number of interested families, we will consider these boundaries to be Balboa Blvd to the West and Woodman Blvd to the East, Moorpark/Alameda Ave to the South and Devonshire St to the North.
- 2) Given the list to be created in Step (1), determine the language fluencies needed to best communicate in Spanish. If the Charter School leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will translate all school materials as well.
- 3) Identify all local community service organizations, including YMCAs and community centers; meet with leadership of these organizations, schedule orientation meetings with families of school

age children to be led by school leadership with the aid of trained registered parents; ensure an ongoing space in the building to leave Charter School brochures/information

- 4) Contact leadership of all local libraries, post offices, supermarkets, drugstores and other local businesses to establish a physical location in the building to leave notices/brochures/information about the Charter School for all local residents to access.
- 5) Identify all local religious and ethnic-centered organizations; meet with the leadership of these programs and arrange informational meetings with the parents to educate families about the Charter School (led by Charter School leaders with the help of registered parents), ensure an ongoing space in the building to leave Charter School brochures/information.

The goals in meeting with these community leaders include:

- Informing leaders and their constituents/clients/acquaintances of the Charter School's mission, programs, services
- Hearing and addressing the needs, questions and concerns of all community members
- Fostering an ongoing mutually beneficial relationship with other organizations that are serving the community

In addition to utilizing the existing structures of organizations that serve the community, Charter School leadership will publicize the Charter School to potential parents using the following means:

- Internet: website, social media, message boards, and other virtual communities that could be contacted and/or created
- Community events/fairs/festivals: the Principal, in conjunction with parents will attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.
- Local Park Information Sessions: To ensure that all potential families are included, every effort will be made to ensure that Charter School representatives are present that speak a variety of languages. In addition, prior to the lottery each spring, Charter School representatives will hold park events at local parks, near playgrounds. Outreach Committee parents will volunteer to set up tables with food, will decorate to draw attention, will advertise 3 weeks in advance through free venues, will organize and run activities for kids, will speak with potential parents about the Charter School, and will hand out school brochures/registration information.
- Prospective Parent Meetings: The Principal and Executive Director will lead prospective parent meetings for parents to learn more about the Charter School, and ask questions of our staff and Board members.

Charter School leadership will assess the experiences and the results in order to annually-update outreach strategies and adjust as necessary. The Principal, Outreach Committee, and Executive Director will continually monitor the greater Van Nuys area for new community organizations and businesses with which to form relationships. In addition, the Principal will work with the ED to involve local organizations and businesses in supporting the Charter School and its families.

Outreach Calendar (revised annually) - Outreach activities include but are not limited to:

September:

Revise collateral

Set up Northridge Mall dates

Schedule church visits

October:

Taste of Encino

Sherman Oaks Street Fair

Prospective Parents Meeting (Saturday at 10:00am)

Local Park Outreach

November:

School Tours (Every Tuesday from 8:45am/9:15am)

Local Park Outreach

Prospective Parents Meeting (Thursday at 6:30 pm - with Spanish translation)

December:

School Tours (Every Tuesday from 8:45am/9:15am)

Prospective Parents Meeting (Thursday at 6:30pm - with Spanish translation)

January:

School Tours (Every Tuesday from 8:45am/9:15am)

Local Park Outreach

Prospective Parents Meeting (Thursday at 6:30 pm - with Spanish translation)

Community Fair (Saturday from 2:00pm – 4:00pm)

The above-outlined outreach plan will achieve and maintain the 60:40 ratio by ensuring that a wide, diverse group of local students and their parents/guardians will be reached and informed about VCES and its programs.

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.

Admission Requirements

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by

eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above. In accordance with AB 699, enacted on October 4, 2017, the school's non-discrimination provision shall prohibit the school from requiring a parent, legal guardian, or student to provide information regarding immigration status, for enrollment and admissions process.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an Intent to Enroll form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records²

Student Recruitment

Means of Recruiting A Diverse Student Body to VCES – Outreach Plan

VCES intends to expand upon the outreach model of building official partnerships and organizing informal events that has been implemented by VCES leadership. The Principal, Outreach Committee, and the Executive Director lead the efforts of building official partnerships by following the steps outlined below. After partnerships are in place, families expand upon this plan by implementing informal events. The partnership building process includes:

- 1) Research, examine and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places (farmer's markets, performance spaces, etc.) serving the people within the Van Nuys, North Hollywood, and North Hills geographical boundaries. In the interest of serving the greatest possible number of interested families, we will consider these boundaries to be Balboa Blvd to the West and Woodman Blvd to the East, Moorpark/Alameda Ave to the South and Devonshire St to the North.
- 2) Given the list to be created in Step (1), determine the language fluencies needed to best communicate in Spanish. If the Charter School leaders are not themselves proficient in the

needed languages, a translator will be involved at every step of the communication process, and will translate all school materials as well.

- 3) Identify all local community service organizations, including YMCAs and community centers; meet with leadership of these organizations, schedule orientation meetings with families of school age children to be led by school leadership with the aid of trained registered parents; ensure an ongoing space in the building to leave Charter School brochures/information
- 4) Contact leadership of all local libraries, post offices, supermarkets, drugstores and other local businesses to establish a physical location in the building to leave notices/brochures/information about the Charter School for all local residents to access.
- 5) Identify all local religious and ethnic-centered organizations; meet with the leadership of these programs and arrange informational meetings with the parents to educate families about the Charter School (led by Charter School leaders with the help of registered parents), ensure an ongoing space in the building to leave Charter School brochures/information.

The goals in meeting with these community leaders include:

- Informing leaders and their constituents/clients/acquaintances of the Charter School's mission, programs, services
- Hearing and addressing the needs, questions and concerns of all community members
- Fostering an ongoing mutually beneficial relationship with other organizations that are serving the community

In addition to utilizing the existing structures of organizations that serve the community, Charter School leadership will publicize the Charter School to potential parents using the following means:

- Internet: website, social media, message boards, and other virtual communities that could be contacted and/or created
- Community events/fairs/festivals: the Principal, in conjunction with parents will attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.
- Local Park Information Sessions: To ensure that all potential families are included, every effort will be made to ensure that Charter School representatives are present that speak a variety of languages. In addition, prior to the lottery each spring, Charter School representatives will hold park events at local parks, near playgrounds. Outreach Committee parents will volunteer to set up tables with food, will decorate to draw attention, will advertise 3 weeks in advance through free venues, will organize and run activities for kids, will speak with potential parents about the Charter School, and will hand out school brochures/registration information.
- Prospective Parent Meetings: The Principal and Executive Director will lead prospective parent meetings for parents to learn more about the Charter School, and ask questions of our staff and Board members.

Charter School leadership will assess the experiences and the results in order to annually-update outreach strategies and adjust as necessary. The Principal, Outreach Committee, and Executive Director will continually monitor the greater Van Nuys area for new community organizations and businesses with which to form relationships. In addition, the Principal will work with the ED to involve local organizations and businesses in supporting the Charter School and its families.

Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

Preferences

1. Residents of the District
2. Children of faculty (not to constitute more than 10% of school's enrollment)
3. Students who qualify for federal school assistance programs under Title I (preference), not to exceed 25% of total enrollment*
4. Students who attend Gledhill Street School, or who live in the Gledhill Street School attendance area per SB 740 requirements
5. All other students

* VCES offers preference to students whose families qualify for the Federal Free and Reduced Lunch Program. Please refer to the Federal Income Eligibility Guidelines to determine if you are eligible.

(<http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm>)

Exemptions

Siblings of students admitted to or attending the Charter School

The preference for siblings and children is included to keep families together, to the extent possible.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Charter School will designate an enrollment deadline (approximately February) and only applications received prior to the deadline will be included in the public random drawing. An explanation of the enrollment process will be available on our web site and in the Charter School office. Public notice will be posted at the Charter School site and on the VCES web site regarding the date, time and location of the public drawing once the deadline date has passed, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the Charter School site, with the exact location to be determined). Applicants will be drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list. The intent to enroll forms, original "pull number" cards and list of names will be kept on file at the Charter School in the event of the need for an audit.

VCES' application form will be accessible through VCES' website. If a family does not have access to Internet, the VCES office manager and/or clerk will provide the family with a hard copy of the form and/or allow individual families to use the Charter School's Internet. The lottery process will be explained in detail on the same webpage as the lottery application, and the process will also be verbally explained to any families who hand in their paper application in-person. Lottery procedures include the following:

- 1) Applications for admission to VCES will be available online or at the Valley Charter Middle School site by the first of October each year. The lottery application will remain available until the end of the first week of February (tentative).
- 2) If there are more applications than spaces available, during the second week of February (tentative), VCES administrators will prepare the lottery cards which will be drawn on the second Friday of February (tentative) each year. The lottery will take place at the Valley Charter Middle School site, and the exact location will be determined and announced prior to the lottery date.
- 3) VCES public lottery will be conducted for all grades which have more applicants than enrollment seats available for the next school year. Should the amount of students who seek enrollment exceed the number of spaces, a random lottery will be held. Lottery spaces will be pulled in order of grade level by the Principal. Separate drawings shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All drawings shall take place on the same day in a single location. The lottery procedure will be monitored by the Executive Director to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once all enrollment slots have been filled, remaining students will be added to the waitlist in the order in which they were randomly drawn.
- 4) Acceptance letters will be mailed out to families by mid-March. Families will be given three (3) business days after the receipt of the acceptance letters to respond in writing or via phone in order to secure admission.
- 5) Because of the number of entries for the lottery, rejection letters will not be mailed out. It will be communicated to the families that students who were not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry from one year to the next.
- 6) Lottery cards (with original "pull numbers") are kept for the duration of the school year. These are kept as a back-up to the electronic waiting list. The electronic waiting list is kept and managed by the office manager for the duration of the school year.
- 7) After the completion of the lottery, accepted families are provided with an enrollment application. Parents will be given 4 weeks from the time they accepted the spot to submit the enrollment application.

Element 9 - Annual Audit

“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

Annual Independent Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Executive Director of the Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive Director is responsible for working with the auditor to complete the audit.

The Executive Director is responsible for ensuring that the annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the

satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 - Pupil Suspension and Expulsion

"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.

The Pupil Suspension and Expulsion Policy, included here in full has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook on an annual basis or upon enrollment and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

School Climate and Student Discipline System

Respect for others and/or self is key at VCES. To support these goals, teachers will stress positive reinforcement for appropriate behavior and peer mediation as important parts of the classroom context. Students and teachers commit to making VCES a place where learning is a priority. To this end, the school must be safe at all times. Student actions or intentions that could violate the safety to self or others will result in immediate responses from adults or teachers present as well as notification of parents.

Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.)
- Intentionally hurting another person
- Threatening the physical or emotional safety of others.

Respecting Property Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. In addition to the violations described above, examples of property violations include:

- Stealing
- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the Internet

Progressive Discipline Policy

VCES uses a progressive discipline policy, in our attempt to resolve issues quickly, and in the most effective way possible. The goals of these policies are:

- To ensure that all students can learn in a safe, supportive environment
- To ensure that students understand why certain behaviors are unacceptable at school
- To help students understand that there are consequences for our actions
- To keep parents/ guardians informed of the behavior of their children, and allow parents/ guardians, students, and the school to work as partners

Tiered Intervention

Tier I: Behavioral accommodations: Student needs consistent supports to develop skills needed to be successful in school

Needed when behaviors are low level of intensity and frequency and do not impede the learning of the student or others. Universal Interventions alone are not sufficient to meet the needs of the student.

Examples: Off-task behaviors (making noises, playing with materials), not following instructions first time

Strategies: Academic accommodations, environmental supports (agendas, visual schedules, posted rules, breaks) that encourage cooperation and problem solving, redirection techniques that encourage cooperation and problem solving

Tier II: Positive Interventions: Student needs additional interventions to develop skills needed to be successful in school

Needed when behaviors tend to escalate, classroom learning is disrupted, academic progress is limited, behavioral accommodations are not sufficient to meet the needs of the student.

Examples: Refusal to follow directions, inappropriate peer interactions, mild verbal or physical acting out behaviors.

Strategies: continue Tier 1 accommodations, identify lagging skills that are interfering with success, set realistic expectations (goal setting), small group academic support

Tier III: Functional Behavior Support: Intensive behavioral support to develop skills needed to be successful in school.

Needed when continued disciplinary actions are not working, behaviors pose a risk to self and others.

Student Behaviors: Verbally and/or physically threatening behavior, violations requiring suspension and or expulsion to be considered.

Strategies: Complete functional behavior analysis, de-escalation strategies, crisis management and/or safety plans

Alternatives to Suspension

To the extent possible, and in consideration of the health and safety of all VCES students and staff, VCES administrators may exercise discretion on offering alternate means of age-appropriate discipline other than suspensions based on the students' specific misconduct. Such alternate means may include:

- Problem solving/contracting
- Restitution
- Mini-courses or skill modules
- Parent involvement/supervision.
- Counseling
- Community service
- Coordinated behavior plans

Professional Development

Annually during the August professional development days, VCES teachers and administrators will receive regular professional development regarding the Charter School's discipline policies.

Using Data

VCES collects data on student discipline through Illuminate (our SIS system) and Charter School administrators regularly review the data.

In-School Suspension

In the event that a student commits an offense for which suspension is permissible, VCES administrators reserve the right to issue an in school suspension (ISS) in lieu of an out of school suspension, unless such a suspension is prohibited by education code. In the event of ISS, the following will apply:

- ISS will be served in the main office
- The student will be supervised by the principal, assistant principal, or by a teacher not currently teaching a class
- The student's teachers will send work to the office for the student to complete. While the work will necessarily be different than the work done in class, it will address the same content standards

- If the student has an IEP, and the student is on ISS during a time when he or she would normally be receiving RSP services, such services will be provided. If the student has one on one services (such as speech, counseling, occupational therapy) etc., such services will be provided as normal during ISS
- The school will notify the student's parent/ guardian of the ISS within 24 hours via phone or email.
- A student shall not serve more than two (2) days of ISS for a single offense, nor will a student serve more than four (4) days of ISS during a single academic year.
- In the event that the education code precludes ISS, the student will receive an out of school suspension. The Charter School shall not offer ISS if the health and safety of Charter School students and/or staff are in question, including if and when a student has committed one of the following enumerated offenses:
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
 - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
 - Made terrorist threats against school officials or school property, or both.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) 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 reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs, including Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or

student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) 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 reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person

reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel during an expulsion hearing that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Out of School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director, Principal or designee with the student and his or her parent and, whenever practical, the teacher or other Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Executive Director, Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be

imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school as well as appeal rights. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension with a total of twenty (20) days of suspension in a school year for general education students and ten (10) days of suspension for special education students. Upon a recommendation of expulsion by the Executive Director, Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, up to a total of thirty (30) school days, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director, Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The student will have the opportunity, at the discretion of the Executive Director, Principal and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated Charter School staff for any questions and for evaluation of work. Any instructional materials or assignments shall be provided to students by the classroom teacher(s) through the Executive Director, Principal or designee. Students will be provided clear instructions and deadlines for all assignments. Students may be given the opportunity to take a make up test following their return for any missed tests, or otherwise provided an alternate means to complete the test during the duration of their suspension.

A student and his or her parents/guardians may appeal a suspension decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director, Principal, or designee. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. This decision to expel shall be based upon either of the following: 1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or 2) due to the nature of the offense, the presence of the pupil poses a continuing threat or danger to the physical safety of the pupil or others.

A student and his or her parents/guardians may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. Information about obtaining reasonable accommodations and/or language support;
3. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
4. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
5. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
6. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
7. The right to inspect and obtain copies of all documents to be used at the hearing;
8. The opportunity to confront and question all witnesses who testify at the hearing;

9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the Executive Director, Principal, or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the hearing chairperson finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The administrative panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the hearing chairperson of the administrative panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the administrative panel from exercising its discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no

alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence at the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of written findings of fact and sent within 5 days.

If the Administrative Panel decides not to expel the student, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian within five (5) school days of the decision. The notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) the term of the expulsion, including the possible readmission date; (c) rehabilitation plan; (d) explanation that Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion; (e) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the

student's status with the Charter School; and (f) notice of appeal rights and procedures, including information about reasonable accommodations and language support.

The Executive Director, Principal or designee shall send a copy of the written notice of the decision to expel to the District. This written notice shall include the following: (a) the student's name, and (b) the specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The appeal must be submitted in writing within five (5) school days of the date of the written decision to expel. The Charter School Board will consider the appeal within ten (10) school days of receipt of the written appeal, and may uphold or overturn the Administrative Panel's decision to expel. The Charter School Board's decision to uphold or overturn the expulsion shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission/Reinstatement

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director, Principal, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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.

Retirement System

Staff at VCES will participate in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the Charter School’s employees.

VCES certificated employees will participate in the State Teachers’ Retirement System (“STRS”) and Valley Charter School will coordinate such participation. VCES, as a participant in STRS, will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. The Charter School acknowledges that it must continue such participate in STRS for the duration of the Charter School’s existence under the same CDS code.

Non-certificated employees will participate in the Social Security system. A 403(b) retirement program will be offered to employees who cannot participate in STRS, with VCES contributing 3% of salary.

The Executive Director, in coordination with the Charter School’s back office provider ExEd, will ensure that appropriate arrangements for STRS, 403(b), and Social Security coverage are made.

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.

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 - Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(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

Executive Director
Valley Charter Elementary School
16514 Nordhoff Blvd.
North Hills, CA 91343

- 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

Principal
Valley Charter Elementary School
16514 Nordhoff St.
North Hills, CA 91343

- 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.

The Executive Director will serve as the Charter School's closure agent in the event that the Charter 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

Valley Charter Elementary School (also referred to herein as “VCES” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7

(commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.³

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.

³The 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 Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by

the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency

(LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s

Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on 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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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

Executive Director
Valley Charter Elementary School
16514 Nordhoff Blvd.
North Hills, CA 91343

- 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

Principal
Valley Charter Elementary School
16514 Nordhoff St.
North Hills, CA 91343

- 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).)