



# **Vaughn Next Century Learning Center**

## **TK-12<sup>th</sup>**

### **Charter Petition (2018-2023)**



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## **Introduction**

### **SCHOOL DESCRIPTION**

Vaughn Next Century Learning Center (“Vaughn”), located in Pacoima, is a large urban public school within the Los Angeles Unified School District (LAUSD). Since the early 1970s, low student achievement had been a pattern. In 1993, tired of being helpless and hopeless, Vaughn became the first conversion charter school in the nation and was authorized by LAUSD. The charter was renewed in 1998, 2003, 2008, and again in 2013. Vaughn has 24-years of experience as a successful independent charter school serving the district’s low-income students. This previously failing elementary public school is now a full-service, community-based, K-12<sup>th</sup> charter school that assures all students are college/career ready, digitally literate, and globally competent. Vaughn operates five contiguous campuses under one charter.

- ☐ Conversion Elementary (13330 Vaughn Street, San Fernando, CA 91340, operational 1993)
- ☐ Middle School of International Studies and Technology (12353-13247, Eustace Street, San Fernando, CA 91340, operational 2000)
- ☐ School Readiness Center (13241 Vaughn Street, San Fernando, CA 91340, operational 2003)
- ☐ Vaughn International Studies Academy-High School (11505 Herrick Avenue, Pacoima, CA 91331, operational 2008)
- ☐ Elementary Academy for a Global and Green Generation-G3 (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012)

Vaughn currently serves 3,153 students (K-12) and remains as the school of residence for elementary students who live in the pre-charter geographic boundary designated by LAUSD.

## **Assurances, Affirmations, and Declarations**

Vaughn Next Century Learning Center (also referred to herein as “Vaughn” 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.

## **GENERAL INFORMATION**

<b><u>GENERAL INFORMATION</u></b>	
<input type="checkbox"/> The contact person for Charter School is:	Anita Zepeda
<input type="checkbox"/> The contact address for Charter School is:	13330 Vaughn Street, San Fernando, CA 91340
<input type="checkbox"/> The contact phone number for Charter School is:	818-896-7461 X7824
<input type="checkbox"/> The proposed address or ZIP Code of the target community to be served by Charter School is:	91331, 91340
<input type="checkbox"/> This location is in LAUSD Board District:	District 6
<input type="checkbox"/> This location is in LAUSD Local District:	Northeast
<input type="checkbox"/> The grade configuration of Charter School is:	TK-12
<input type="checkbox"/> The number of students in the first year will be:	3,153
<input type="checkbox"/> The grade level(s) of the students in the first year will be:	K-12
<input type="checkbox"/> Charter School's scheduled first day of instruction in 2017-2018 is:	August 1, 2017
<input type="checkbox"/> The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	3,220
<input type="checkbox"/> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	180 days (traditional) 15 days (extended)
<input type="checkbox"/> The bell schedule for Charter School will be:	Various (7:45 am – 3:30 p.m.)
<input type="checkbox"/> The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

## **COMMUNITY NEED FOR CHARTER SCHOOL**

For 25 years, Vaughn Next Century Learning Century Learning Center has served a resilient community of students and families in the Northeast San Fernando Valley. Nearly 100% of students attending Vaughn qualify for free or reduced lunch, hundreds of students and families struggle through the daily hardships associated with being homeless, and the large majority of students will be the first in their families to graduate high school and to continue their education in a university or other post-secondary program. Vaughn is more than a school in the eyes of the local community. It is a space wherein students can truly learn in a safe and supportive space, both relative to physical and social-emotional security. The school serves as a critical hub for community resources, providing a home for numerous partner agencies that offer services ranging from a robust selection of after school student programs, parent education courses addressing academics, health and well-being, ESL, etc., and access to medical, social, and counseling services. Vaughn promotes educational equity and the belief that every student, without exception, can succeed.

Vaughn conducted numerous school-wide self-studies, and, informed by stakeholders representing students, parents, and members of the community, and Vaughn's Board of Directors, Vaughn Next Century Learning Center has committed to achieving the following goals over the new charter term (2018-2023):

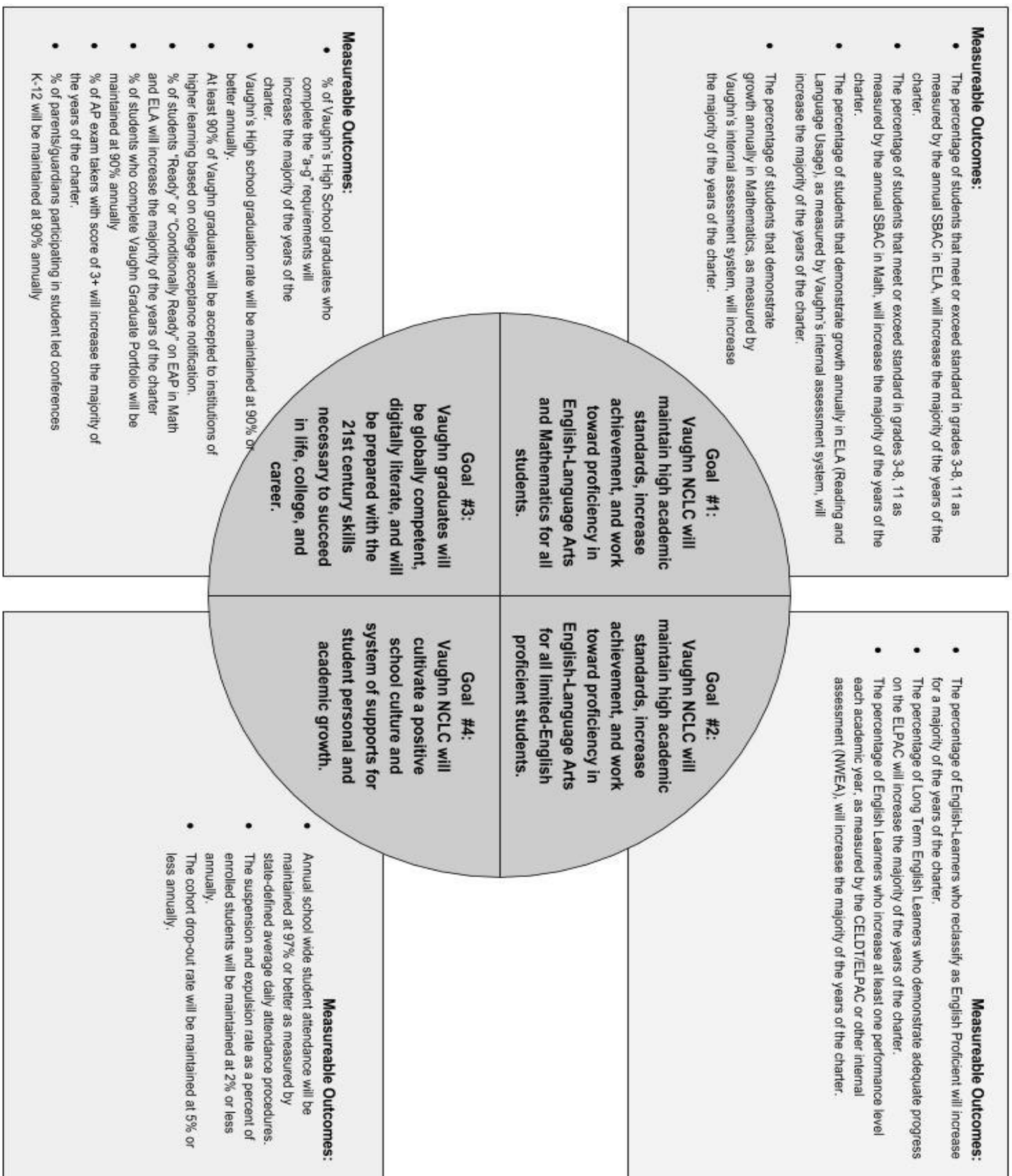
**Goal#1:** Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.

**Goal#2:** Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English Language Arts for all limited-English proficient students.

**Goal#3:** Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21<sup>st</sup> century skills necessary to succeed in life, college, and career.

**Goal#4:** Vaughn NCLC will cultivate a positive school culture and system of supports for student personal and academic growth.

Each of the aforementioned goals are aligned to Vaughn's LCAP and are accompanied by specific outcomes that the school and its stakeholders will use both to measure progress and to serve as sources for consistent reflection and iterative improvement. Moreover, these new goals reflect Vaughn's commitment to serving the "whole student," placing equal focus on and investment in academic achievement for all students, providing targeted services and support for Vaughn's significant population of English Language Learners (as well as students in all significant subgroups), in preparing students with the skills and knowledge necessary to succeed in a 21<sup>st</sup> century characterized by globalization and ever evolving technology, and in continuing to promote a supportive and safe school culture and climate that will foster positive social and emotional development.



*\*Goals and Measureable Outcomes for Vaughn's new charter term (2018-2023)*

Vaughn has made significant progress toward achieving the goals established for the current charter term (2013-2018) and has demonstrated a strong record of student achievement. The goals established in 2013 were:

**2013-2018 Charter Goal 1:** Vaughn will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the Common Core State Standards (CCSS) the majority of years of the charter.

**2013-2018 Charter Goal 2:** All English Language Learner (ELL) students will meet or exceed student achievement targets set and measured on the Annual Measureable Achievement Objectives (AMAO's) in the majority of years of the charter.

**2013-2018 Charter Goal 3:** All students will succeed in high school and will demonstrate competencies in self-direction, productivity and responsibility, important skills for life and career.

Each of the above listed goals were connected to specific outcomes, some of which are no longer measureable as a result of California's transition to the Common Core State Standards and, consequently, to a new CCSS aligned standardized assessment system (SBAC/CAASPP). Nevertheless, Vaughn has continued to grow and improve as a school throughout this period of change.

#### **Analysis of Schoolwide Progress Over the Current Charter Term (2013-2018)**

**2013-2018 Charter Goal #1:** Vaughn will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the Common Core State Standards (CCSS) the majority of years of the charter.

#### **Measurable Outcomes:**

1. Vaughn will show at least one point of school-wide growth beyond the score of 800 on the API each year of the charter.
2. All significant subgroups identified at Vaughn will meet or exceed their established API targets the majority of years of the charter.
3. Vaughn will meet annual student achievement targets in Language Arts/English on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Vaughn will reduce by 10% the number of students scoring below proficient in Language Arts/English compared to the previous year.
4. Vaughn will meet annual student achievement targets in Math on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Vaughn will reduce by 10% the number of students scoring below proficient in math compared to the previous year.



### **2013-2018 Charter Goal 1: Measureable Outcomes 1 and 2**

Vaughn demonstrated a clear pattern of growth when measured by the previous CST aligned assessment system. It should be noted that Vaughn did reach at API exceeding 800 in 2013, which was the last years in which Vaughn was assigned an API aligned to the previous CA statewide assessment system.

<b>YEAR</b>	<b>API</b>	<b>Statewide Ranking</b>	<b>Similar School Ranking</b>	<b>Students Tested</b>
2013	803	5	10	1789

Vaughn consistently outperformed District and State API scores when measured against the CST aligned assessment.

<b>API</b>	<b>Vaughn</b>	<b>LAUSD</b>	<b>State</b>
2013	803	749	790

### **Academic Performance Index (API) Report -**

<b>Groups</b>	<b><u>Number of Students Included in 2013 Growth API</u></b>	<b><u>2013 Growth API</u></b>	<b><u>Non-Weighted 3-Year Average API*</u></b>	<b><u>2014 Weighted 3-Year Average API*</u></b>
Schoolwide	1789	803	802	802
Black or African American	12	767	773	775
American Indian or Alaska Native	0			
Asian	7			
Filipino	0			
Hispanic or Latino	1759	802	801	801
Native Hawaiian or Pacific Islander	0			
White	0			
Two or More Races	6			

<b>Socioeconomically Disadvantaged</b>	<b>1766</b>	<b>803</b>	<b>802</b>	<b>802</b>
<b>English Learners</b>	<b>1025</b>	<b>767</b>	<b>769</b>	<b>769</b>
<b>Students with Disabilities</b>	<b>140</b>	<b>642</b>	<b>645</b>	<b>645</b>

### **2013-2018 Charter Goal 1: Measureable Outcomes 3 and 4**

As with measureable outcomes 1 and 2, outcomes 3 and 4 were written during the initial phases of the transition to the new CCSS aligned assessment system (SBAC/CAASPP). With this in mind, and considering the these outcomes are not aligned to new state adopted measures of academic progress, the forthcoming analysis will focus primarily on Vaughn's performance and progress as measured by the SBAC and by the interim assessment adopted to serve as a formative measure of student growth (NWEA MAP).

#### **SBAC ELA: Areas of Strength**

An analysis of Vaughn's SBAC scores in English-Language Arts revealed that the number of students meeting or exceeding standard has risen significantly from the initial testing administration in 2014-15 to the most recent Spring 2017 exam period. The overall percentage of students in grades 3-8 and 11 meeting or exceeding (M&E) standard in ELA has increased each year, with 35% of students M&E in 2014-15, 42% in 2015-16, and 44.63% in 2016-17. Grades 4, 5, and 11 have each experienced three consecutive years of growth in ELA, and, notably, the percentage of 4th grade students meeting and exceeding standard has grown by over 21% (50.6% M&E) while 11th grade scores have risen by over 19% (74.4% M&E). ELA scores in grade 5 have risen by an average of 2% each year from 2014-15 onward. Middle school grades 6-8 experienced a sharp rise in scores between 2014-15 and 2015-16 with each grade level growing by more than 10%, while in 2016-17 there was a marginal performance dip in the number of students M&E standard in ELA (-3.8% in grade 6, -1.1% in 7th grade, & -2.2% in 8th grade). 3rd grade scores were essentially maintained at 40% M&E over the past two-years, and this will merit further study and review in order to ensure that the pattern trends toward growth in 2017-18.

With regard to English Learners school-wide, the percentage of students M&E standard in ELA, as measured by the SBAC, in grades 4, 7, 8, and 11 experienced growth between 2015-16 and 2016-17. 4th grade scores rose from 10% M&E in 2015-16 to over 20% in 2016-17, and this upward trend over the past three-years parallels growth for all students in this grade level, regardless of language fluency. Reclassified (RFEP) students school-wide have grown consistently, with overall scores increasing from 40% M&E in 2014-15 to 57% M&E in 2016-17. Moreover, RFEP students demonstrated very significant double-digit growth in ELA for grades 3-5, with 3rd grade RFEP students growing by 20%, 4th grade by 18%, and 5th grade by 13% respectively. It is also noteworthy that the percentage of RFEP students M&E standard in grades 4, 8, and 11 has grown for the past three-consecutive years, with students in grades 4 and 11 performing at above 70% M&E in 2016-17. In addition, the percentage of Vaughn's Students with Disabilities M&E standard in ELA has risen each year from an initial 2014-15 score of 9%

to 15% in 2016-17. The 2016-17 5th grade group demonstrated significant growth with over 21% of students M&E in ELA, while grades 3 (18.18% M&E) and 8 (17% M&E) likewise increased in the number of students M&E from 2015-16-2016-17.

### **SBAC ELA: Areas for Growth and Reflection**

With regard to school-wide trends that point to areas for growth and development in ELA, Vaughn will move forward into 2017-18 with a particular focus on the middle school grades 6-8. As previously noted, each of the aforementioned grade levels have experienced long-term growth from 2014-15 to 2016-17. However, grades 7 and 8 experienced a marginal performance dip in 2016-17, while 6th grade decreased in the percentage of students M&E standard by 3.8%. When considering student subgroup performance, English Learners in grades 3, 5, and 6 experienced a decline in the number of students M&E standard in ELA. In addition, overall performance of the EL subgroup was maintained at 9% between 2014-15 and 2015-16, and there was a marginal increase in the school-wide percentage of EL students M&E standard in 2016-17, with 9.48% of students M&E.. RFEP students in grades 6 and 7 decreased slightly in students M&E between 2015-16 and 2016-17, with 6th grade declining by 4.63% and 7th grade by 1.78%. This pattern was nearly identical to the performance of Students with Disabilities in grades 6 and 7 for ELA, with grade 6 students M&E standard decreasing by 2.74% and 7th grade marginally by less than 1%. Vaughn has, and will continue, to invest in resources, personnel, and funding designed to improve instructional practices among educators and to increase support and access to the core ELA program for all students, in particular English Learners and newly reclassified students.

## 2016-17 SMARTER BALANCED COMPARATIVE SCHOOL RESULTS

ENG LANG ARTS	Met/Exceeded			Overall
ELEMENTARY	3RD	4TH	5TH	
Vaughn	40.15	50.64	44.44	45
Telfair	23.96	21.53	32.8	26
Haddon	25	27.62	19.85	24
Sara Coughlin	19.61	20.69	19.6	20
Morningside	32.67	33.07	29.22	32
Broadous	19	16.35	30.63	22
LAUSD	36.42	37.04	38.78	37
State	43.9	45.06	46.54	45
MIDDLE SCHOOL	6TH	7TH	8TH	
Vaughn	30.24	36.92	42.78	37
San Fernando MS	16.74	24.7	28.99	23
Maclay	19	28.17	32.48	27
Pacoima	29.97	30.46	28.65	30
Olive Vista	38.13	31	38	36
LAUSD	37.29	38.5	38.08	38
State	47.03	49.4	48.61	48
HIGH SCHOOL	11TH			
Vaughn	74.38			
Cesar Chavez Soc Just	66.37			
Cesar Chavez Tech Prep	59.63			
Cesar Chavez Arts/The	66.39			
Cesar Chavez Acad Sci	61.46			
San Fernando HS	52.96			
Sylmar Biotech HS	35.29			
LAUSD	54.56			
State	59.76			
Vaughn's Overall Eng Lang Arts (M/E)		44.63		Foshay Lea
LAUSD Overall Eng Lang Arts "		39.55		Elizabeth L
State Overall Engl Lang Arts "		48.56		

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

ALL STUDENTS

ENGLISH LANGUAGE ARTS						
	Not Met	Nearly Met	Met	Exceeded	M&E	# Tested
<b>Grade 3</b>						
2014-15	22.0	32.0	31.0	14.0	45.0	226
2015-16	30.0	30.0	24.0	16.0	40.0	232
2016-17	30.5	29.3	26.25	13.90	<b>40.2</b>	259
	0.5	-0.7	2.3	-2.1	0.1	
<b>Grade 4</b>						
2014-15	37.0	35.0	21.0	8.0	29.0	230
2015-16	29.0	34.0	25.0	12.0	37.0	231
2016-17	25.96	23.40	32.77	17.87	<b>50.6</b>	235
Difference from 15/16 to 16/17	-3.04	-10.60	7.77	5.87	13.6	
<b>Grade 5</b>						
2014-15	24.0	35.0	30.0	10.0	40.0	210
2015-16	27.0	31.0	30.0	12.0	42.0	237
2016-17	25.78	29.78	30.22	14.22	<b>44.4</b>	225
Difference from 15/16 to 16/17	-1.2	-1.2	0.2	2.2	2.4	
<b>Grade 6</b>						
2014-15	34.0	43.0	18.0	5.0	23.0	199
2015-16	24.0	42.0	30.0	4.0	34.0	201
2016-17	35.81	33.95	27.91	2.33	<b>30.2</b>	215
Difference from 15/16 to 16/17	11.8	-8.1	-2.1	-1.7	-3.8	
<b>Grade 7</b>						
2014-15	42.0	34.0	21.0	3.0	24.0	207
2015-16	31.0	31.0	33.0	5.0	38.0	209
2016-17	31.28	31.79	31.28	5.64	<b>36.9</b>	195
Difference from 15/16 to 16/17	0.3	0.8	-1.7	0.6	-1.1	
<b>Grade 8</b>						
2014-15	25.0	45.0	29.0	2.0	31.0	195
2015-16	18.0	36.0	38.0	7.0	45.0	195
2016-17	21.4	35.8	35.3	7.5	<b>42.8</b>	201

Difference from 15/16 to 16/17	3.4	-0.2	-2.7	0.5	-2.2	
<b>Grade 11</b>						
2014-15	16.0	29.0	42.0	13.0	55.0	138
2015-16	9.0	19.0	43.0	29.0	72.0	139
2016-17	10.00	15.63	45.63	28.75	<b>74.4</b>	160
Difference from 15/16 to 16/17	1.0	-3.4	2.6	-0.3	2.4	

<b>GROWTH OVER TIME</b>		
<b>ALL STUDENTS</b>	<b>ELA</b>	<b>MATH</b>
2014-15	35	20
2015-16	42	31
2016-17	44.63	27.56



2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: RFEP

ENGLISH LANGUAGE ARTS						
	Not Met	Nearly Met	Met	Exceeded	M&E	# Tested
<b>Grade 3</b>						
2014-15	9	25	41	25	66	68
2015-16	11	41	22	26	48	46
2016-17	7.25	24.64	46.38	21.74	<b>68.12</b>	69
	-3.75	-16.36	24.38	-4.26	20.12	
<b>Grade 4</b>						
2014-15	29	38	25	9	34	104
2015-16	9	37	33	21	54	76
2016-17	13.79	13.79	48.28	24.14	<b>72.42</b>	58
	4.79	-23.21	15.28	3.14	18.42	
<b>Grade 5</b>						
2014-15	9	37	41	14	55	111
2015-16	19	31	35	15	50	116
2016-17	12.22	24.44	41.11	22.22	<b>63.33</b>	90
	-6.78	-6.56	6.11	7.22	13.33	
<b>Grade 6</b>						
2014-15	24	47	25	4	29	108
2015-16	14	45	38	3	41	117
2016-17	29.09	34.55	34.55	1.82	<b>36.37</b>	110
	15.09	-10.45	-3.45	-1.18	-4.63	
<b>Grade 7</b>						
2014-15	42	32	23	3	26	130
2015-16	22	31	43	4	47	127
2016-17	15.65	39.13	39.13	6.09	<b>45.22</b>	115
	-6.35	8.13	-3.87	2.09	-1.78	
<b>Grade 8</b>						
2014-15	18	50	30	2	32	132
2015-16	17	40	37	6	<b>43</b>	131
2016-17	13.11	35.25	43.44	8.2	<b>51.64</b>	122
	-3.89	-4.75	6.44	2.2	8.64	

<b>Grade 11</b>						
2014-15	14	31	46	8	54	71
2015-16	11	16	54	19	73	74
2016-17	8.51	15.96	53.19	22.34	<b>75.53</b>	94
	-2.49	-0.04	-0.81	3.34	2.53	

<b>Vaughn All</b>						
2014-15	22	38	32	8	40	726
2015-16	16	35	38	11	49	687
2016-17	14.89	28.57	43.01	13.53	<b>56.54</b>	657
	-1.11	-6.43	5.01	2.53	7.54	

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS						# Tested
	Not Met	Nearly Met	Met	Exceeded	M&E	
<b>Grade 3</b>						
2014-15	43	35	17	3	20	60
2015-16	54	30	14	1	15	76
2016-17	55.95	38.1	5.95	0	<b>5.95</b>	84
	-1.95	8.1	-8.05	-1	9.05	
<b>Grade 4</b>						
2014-15	75	20	5	0	5	44
2015-16	65	25	8	2	10	60
2016-17	48.53	30.88	16.18	4.41	<b>20.59</b>	68
	-16.47	5.88	8.18	2.41	10.59	
<b>Grade 5</b>						
2014-15	50	38	13	0	13	48
2015-16	54	33	10	3	13	39
2016-17	57.78	33.33	8.89	0	<b>8.89</b>	45
	3.78	0.33	-1.11	-3	4.11	
<b>Grade 6</b>						
2014-15	63	33	2	2	4	54
2015-16	56	41	3	0	3	32
2016-17	78.13	21.88	0	0	<b>0</b>	32
	-22.13	-19.12	-3	0	3	
<b>Grade 7</b>						
2014-15	78	22	0	0	0	18
2015-16	71	26	2	0	2	42
2016-17	77.78	14.81	7.41	0	<b>7.41</b>	26
	6.78	-11.19	5.41	0	5.41	
<b>Grade 8</b>						
2014-15	70	26	4	0	4	27
2015-16	55	45	0	0	0	11
2016-17	58.97	35.9	5.13	0	<b>5.13</b>	39
	3.97	-9.1	5.13	0	5.13	

<b>Grade 11</b>						
2014-15	*	*	*	*	*	6
2015-16	45	55	0	0	0	11
2016-17	54.55	27.27	9.09	9.09	<b>18.18</b>	11
	9.55	-27.73	9.09	9.09	18.18	

<b>Vaughn All</b>						
2014-15	61	30	8	1	9	259
2015-16	59	32	8	1	9	272
2016-17	59.15	31.37	8.17	1.31	<b>9.48</b>	333
	0.15	-0.63	0.17	0.31	0.48	

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: STUDENTS WITH DISABILITIES

ENGLISH LANGUAGE ARTS						# Tested
	Not Met	Nearly Met	Met	Exceeded	M&E	
<b>Grade 3</b>						
2014-15	63	16	11	11	22	19
2015-16	58	26	16	0	16	19
2016-17	54.55	27.27	18.18	0	<b>18.18</b>	11
	-3.45	1.27	2.18	0	2.18	
<b>Grade 4</b>						
2014-15	69	13	13	6	19	16
2015-16	63	21	5	11	16	19
2016-17	57.89	26.32	10.53	5.26	<b>15.79</b>	19
	5.11	5.32	5.53	-5.74	-0.21	
<b>Grade 5</b>						
2014-15	67	27	7	0	7	16
2015-16	74	16	11	0	11	19
2016-17	78.57	0	7.14	14.29	<b>21.43</b>	14
	4.57	-16	-3.86	14.29	10.43	
<b>Grade 6</b>						
2014-15	*	*	*	*	*	8
2015-16	62	31	8	0	8	13
2016-17	68.42	26.32	5.26	0	<b>5.26</b>	19
	6.42	-5.68	-2.74	0	-2.74	
<b>Grade 7</b>						
2014-15	89	11	0	0	0	18
2015-16	75	17	8	0	8	12
2016-17	71.43	21.43	7.14	0	<b>7.14</b>	14
	-3.57	4.43	-0.86	0	-0.86	
<b>Grade 8</b>						
2014-15	73	18	9	0	9	11
2015-16	76	24	0	0	<b>0</b>	17
2016-17	50	33.33	8.33	8.33	<b>16.67</b>	12
	-26	9.33	8.33	8.33	16.67	

<b>Grade 11</b>						
2014-15	*	*	*	*	*	7
2015-16	67	17	17	0	17	12
2016-17	*	*	*	*	*	*
	*	*	*	*	*	*

<b>Vaughn All</b>						
2014-15	73	17	6	3	9	95
2015-16	68	22	9	2	11	111
2016-17	61.46	23.96	10.42	4.17	<b>14.59</b>	96
	-6.54	1.96	1.42	2.17	3.59	



## **SBAC Math: Areas of Strength**

Vaughn's overall school-wide performance in mathematics experienced an increase of 11% M&E from 2014-15 to 2015-16, and a performance dip occurred in 2016-17 with the percentage of students M&E standard declining by 3%. 8th and 11th grade are of particular note in Mathematics, as both 8th and 11th grade scores exceeded district and local area comparison school performance (by 7% in 8th grade and 5.3% in 11th grade). In addition, 8th and 11th grade M&E percentages grew very significantly from 2014-15 to 2015-16 (+27% growth in 8th grade and +20% growth in 11th grade), while students M&E fell slightly in 2016-17 (-2.7% in 8th grade and -5.8% in 11th grade). RFEP students have experienced three consecutive years of growth in students M&E standard in mathematics with a nearly 10% increase in performance between 2014-15 and 2016-17.

\* Data obtained from CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

## **SBAC Math: Areas for Growth and Reflection**

In 2016-17, Vaughn's 11<sup>th</sup> grade performance in Mathematics rests at 29.2% of students M&E standard. This represents a decrease of 5.8% from the 2015-16 school-year, and yet it represents a 14.2% increase in performance when compared with the initial M&E scores established in 2014-15. The 3rd grade cohort experienced a 9.7% decline in students M&E standard, down from a 2015-16 score of 46%. This decrease in performance was reflected in all subgroups (RFEP, SPED, EL) for grades 3 and 6. As with ELA, grades 6 and 7 will serve as focal points for further study and reflection, as performance across subgroups in this area rests below grade level expectations.

In addressing the needs of the core instructional program, the adoption of CCSS aligned programs in Mathematics (HMH Go Math at K-5, Carnegie Learning Integrated Mathematics at 6-12), and concerted efforts to maintain fidelity to the implementation and alignment of these programs, have contributed to gains in student performance. Strategic and consistent data driven intervention and support in Mathematics has been implemented at the K-5 level, and Vaughn has invested in a Math Intervention teacher serving grades 2-3. Technology integration and the implementation of engaging software programs focusing on foundational and core math skill development have also played a role in these gains. At the secondary grades (6-12), Vaughn has invested in the development of a coaching model to support Math instruction at both the middle and high schools. Funding has been provided to support continued professional development for these Math Coaches, and time has been protected within the school-day to allow for Math articulation meetings and one to one teacher mentoring. Vaughn has committed to further development of a secondary intervention and support model, and both the middle and high school Math departments are currently working in collaboration within Curriculum Coordinators, Site Directors, and the Chief Instructional Officer to engage in a "deep-dive" into the analysis of multiple objective measures of student performance data ( NWEA, CAASPP, Mathematics Diagnostic Testing Project, etc.) to more accurately diagnose student needs and to better inform program development. To support these efforts, both the middle and high schools have invested in an additional FTE in Mathematics specifically to support the pilot "Math Development" program model. School-wide, Vaughn will continue to develop STEAM programs, particularly

in Engineering, Robotics, Biomedical Science, and Computer Science. These programs strengthen students' conceptual understandings in support of the 8 Mathematical Practices aligned to the CCSS, and the application of Mathematical skill in these areas provides an engaging and dynamic learning environment for students. All students in grades 1-5 are now engaged in Coding, Engineering, Science, and Mathematics labs each week, in addition to the core Math and Science instructional programs. Vaughn has begun the roll-out of a one to one device initiative, and all 4<sup>th</sup>-7<sup>th</sup> grade students now have access to a Chromebook for daily instruction. Continued professional development will be provided to all Vaughn teachers in support of differentiated instruction in Mathematics. The middle and high schools will continue to develop college-career pathways in Engineering and Biomedical Science, which will be available across all four-years of high school, again, as a compliment to the core mathematics program. Vaughn will continue to invest in professional development in support of the core instructional program in Mathematics through vendors (HMH and Carnegie), via regional conferences sponsored by CMC (California Mathematics Council) and NCTM (National Council for Teachers of Mathematics), and by dedicating time and resources to internal coaching and support.

# 2016-17 SMARTER BALANCED COMPARATIVE SCHOOL RESULTS

<b>MATH</b>	<b>Met/Exceeded</b>			<b>Overall</b>
<b>ELEMENTARY</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>	
<b>Vaughn</b>	<b>36.3</b>	<b>31.92</b>	<b>21.33</b>	<b>30</b>
Telfair	28.86	16.44	13.49	<b>19</b>
Haddon	39.04	20.18	6.11	<b>21</b>
Sara Coughlin	20.2	13.64	9.8	<b>15</b>
Morningside	42.57	33.87	14.61	<b>31</b>
Broadous	25	17.14	21.06	<b>21</b>
<b>LAUSD</b>	<b>40.27</b>	<b>32.59</b>	<b>25.82</b>	<b>33</b>
<b>State</b>	<b>46.83</b>	<b>40.45</b>	<b>33.83</b>	<b>40</b>
<b>MIDDLE SCHOOL</b>	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>	
<b>Vaughn</b>	<b>20.93</b>	<b>16.93</b>	<b>34.33</b>	<b>24</b>
San Fernando MS	15	18.43	24.58	<b>19</b>
Maclay	15.68	14.1	22.08	<b>17</b>
Pacoima	15.16	11.11	16.67	<b>14</b>
Olive Vista	19.24	15.92	19.28	<b>18</b>
<b>LAUSD</b>	<b>28.4</b>	<b>27.7</b>	<b>27.29</b>	<b>28</b>
<b>State</b>	<b>36.48</b>	<b>36.91</b>	<b>36.3</b>	<b>37</b>
<b>HIGH SCHOOL</b>	<b>11TH</b>			
<b>Vaughn</b>	<b>29.19</b>			
Cesar Chavez Soc Just	26.54			
Cesar Chavez Tech Prep	5.5			
Cesar Chavez Arts/The	23.72			
Cesar Chavez Acad Sci	17.52			
San Fernando HS	21.46			
Sylmar Biotech	4.48			
<b>LAUSD</b>	<b>23.92</b>			
<b>State</b>	<b>32.14</b>			
<b>Vaughn's Overall Math (met/exceed)</b>		<b>27.56</b>		
<b>LAUSD's Overall Math "</b>		<b>29.86</b>		
<b>State Overall Math "</b>		<b>37.56</b>		

Foshay Learning Center	16
Elizabeth Learning Center	13.52

# 2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

## ALL STUDENTS

MATHEMATICS						
	Not Met	Nearly Met	Met	Exceeded	M&E	# Tested
Grade 3						
2014-15	24.0	35.0	30.0	11.0	41.0	226
2015-16	17.0	36.0	39.0	7.0	46.0	232
2016-17	27.80	35.91	28.96	7.34	<b>36.3</b>	259
Difference from 15/16 to 16/17	10.8	-0.1	-10.0	0.3	-9.7	
Grade 4						
2014-15	26.0	51.0	19.0	4.0	23.0	233
2015-16	19.0	49.0	23.0	9.0	32.0	231
2016-17	25.96	42.13	24.26	7.66	<b>31.9</b>	235
Difference from 15/16 to 16/17	7.0	-6.9	1.3	-1.3	-0.1	
Grade 5						
2014-15	44.0	45.0	9.0	3.0	12.0	211
2015-16	43.0	39.0	12.0	6.0	18.0	237
2016-17	41.33	37.33	16.44	4.89	<b>21.3</b>	225
Difference from 15/16 to 16/17	-1.7	-1.7	4.4	-1.1	3.3	
Grade 6						
2014-15	46.0	41.0	10.0	3.0	13.0	199
2015-16	34.0	43.0	19.0	5.0	24.0	201
2016-17	45.12	33.95	16.74	4.19	<b>20.9</b>	215
Difference from 15/16 to 16/17	11.1	-9.1	-2.3	-0.8	-3.1	
Grade 7						
2014-15	49.0	34.0	14.0	3.0	17.0	206
2015-16	44.0	38.0	13.0	5.0	18.0	209
2016-17	42.56	40.51	12.31	4.62	<b>16.9</b>	195
Difference from 15/16 to 16/17	-1.4	2.5	-0.7	-0.4	-1.1	
Grade 8						
2014-15	44.0	36.0	16.0	4.0	20.0	195
2015-16	33.0	29.0	27.0	10.0	37.0	196
2016-17	35.82	29.85	21.89	12.44	<b>34.3</b>	201

Difference from 15/16 to 16/17	2.8	0.9	-5.1	2.4	-2.7	
Grade 11						
2014-15	47.0	38.0	15.0	0.0	15.0	138
2015-16	35.0	29.0	24.0	11.0	35.0	139
2016-17	39.75	31.06	22.36	6.83	29.2	161
Difference from 15/16 to 16/17	4.8	2.1	-1.6	-4.2	-5.8	

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: RFEP

MATHEMATICS						# Tested
	Not Met	Nearly Met	Met	Exceeded	M&E	
<b>Grade 3</b>						
2014-15	9	25	44	22	66	68
2015-16	11	22	59	9	68	46
2016-17	13.04	28.99	50.72	7.25	<b>57.97</b>	69
	2.04	6.99	-8.28	-1.75	-10.03	
<b>Grade 4</b>						
2014-15	19	57	20	5	25	106
2015-16	3	47	34	16	50	76
2016-17	13.79	50	25.86	10.34	<b>36.2</b>	58
	10.79	3	-8.14	-5.66	-13.8	
<b>Grade 5</b>						
2014-15	32	55	10	4	14	111
2015-16	37	44	13	6	19	116
2016-17	23.33	42.22	25.56	8.89	<b>34.45</b>	90
	-13.67	-1.78	12.56	2.89	15.45	
<b>Grade 6</b>						
2014-15	35	51	10	4	14	108
2015-16	25	48	22	5	27	117
2016-17	35.45	43.64	17.27	3.64	<b>20.91</b>	110
	10.45	-4.36	-4.73	-1.36	-6.09	
<b>Grade 7</b>						
2014-15	47	34	15	4	19	130
2015-16	33	48	15	5	20	127
2016-17	33.04	46.96	15.65	4.35	<b>20</b>	115
	0.04	-1.04	0.65	-0.65	0	
<b>Grade 8</b>						
2014-15	38	38	20	5	25	132
2015-16	29	36	23	11	34	131
2016-17	22.95	35.25	29.51	12.3	<b>41.81</b>	122
	-6.05	-0.75	6.51	1.3	7.81	



<b>Grade 11</b>						
2014-15	49	32	18	0	18	71
2015-16	36	30	23	11	34	74
2016-17	38.3	34.04	23.4	4.26	<b>27.66</b>	94
	2.3	4.04	0.4	-6.74	6.34	

<b>Vaughn All</b>						
2014-15	34	43	18	5	23	726
2015-16	27	41	23	8	31	687
2016-17	27.2	40.12	25.53	7.14	<b>32.67</b>	658
	0.2	-0.88	2.53	-0.86	1.67	

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: ENGLISH LANGUAGE LEARNERS

MATHEMATICS						
	Not Met	Nearly Met	Met	Exceeded	M&E	
<b>Grade 3</b>						
2014-15	40	43	13	3	16	60
2015-16	30	42	28	0	28	76
2016-17	45.24	39.29	14.29	1.19	15.48	84
	-15.24	2.71	-13.71	1.19	12.52	
<b>Grade 4</b>						
2014-15	51	44	4	0	4	45
2015-16	40	50	10	0	10	60
2016-17	48.53	35.29	16.18	0	16.18	68
	8.53	-14.71	6.18	0	6.18	
<b>Grade 5</b>						
2014-15	77	23	0	0	0	48
2015-16	82	15	3	0	3	39
2016-17	71.11	26.67	2.22	0	2.22	45
	-10.89	-11.67	-0.78	0	0.78	
<b>Grade 6</b>						
2014-15	76	22	0	2	2	54
2015-16	66	24	10	0	10	32
2016-17	81.25	18.75	0	0	0	32
	15.25	5.25	-10	0	10	
<b>Grade 7</b>						
2014-15	88	12	0	0	0	17
2015-16	84	14	3	0	3	42
2016-17	88.89	7.41	3.7	0	3.7	27
	4.89	-6.59	0.7	0	0.7	
<b>Grade 8</b>						
2014-15	85	15	0	0	0	27
2015-16	88	13	0	0	0	12
2016-17	84.62	12.82	0	2.56	2.56	39
	-3.38	-0.18	0	2.56	2.56	

<b>Grade 11</b>						
<b>2014-15</b>	*	*	*	*	#VALUE!	6
<b>2015-16</b>	91	9	0	0	0	11
<b>2016-17</b>	90.91	0	9.09	0	9.09	11
	-0.09	-9	9.09	0	9.09	

<b>Vaughn All</b>						
<b>2014-15</b>	66	29	4	1	5	259
<b>2015-16</b>	56	32	12	0	12	272
<b>2016-17</b>	64.05	26.8	8.5	0.65	9.15	306
	8.05	-5.2	-3.5	0.65	2.85	

2014-15/2015-16/2016-17 SMARTER BALANCED SUMMATIVE ASSESSMENTS

SUBGROUP: STUDENTS WITH DISABILITIES

MATHEMATICS						
	Not Met	Nearly Met	Met	Exceeded	M&E	# Tested
<b>Grade 3</b>						
2014-15	68	16	5	11	16	19
2015-16	47	21	32	0	32	19
2016-17	45.45	36.36	18.18	0	18.18	11
	-1.55	15.36	-13.82	0	-13.82	
<b>Grade 4</b>						
2014-15	63	31	6	0	6	16
2015-16	58	26	5	11	16	19
2016-17	57.89	26.32	15.79	0	15.79	19
	0.11	0.32	10.79	-11	-0.21	
<b>Grade 5</b>						
2014-15	44	50	0	6	6	16
2015-16	74	21	5	0	5	19
2016-17	71.43	21.43	0	7.14	7.14	14
	-2.57	0.43	-5	7.14	2.14	
<b>Grade 6</b>						
2014-15	*	*	*	*	*	8
2015-16	63	25	13	0	13	13
2016-17	73.68	21.05	5.26	0	5.26	19
	10.68	-3.95	-7.74	0	-7.74	
<b>Grade 7</b>						
2014-15	94	6	0	0	0	18
2015-16	83	0	17	0	17	12
2016-17	85.71	14.29	0	0	0	14
	2.71	14.29	-17	0	-17	
<b>Grade 8</b>						
2014-15	82	0	18	0	18	11
2015-16	90	10	0	0	0	18
2016-17	66.67	8.33	8.33	16.67	25	12
	-22.33	-1.67	8.33	16.67	25	

<b>Grade 11</b>						
2014-15	*	*	*	*	*	7
2015-16	83	17	0	0	0	12
2016-17	*	*	*	*	*	*
	*	*	*	*	*	*

<b>Vaughn All</b>						
2014-15	74	18	4	3	7	95
2015-16	68	19	11	2	13	112
2016-17	68.75	19.79	8.33	3.13	<b>11.46</b>	96
	0.75	0.79	-2.67	1.13	-1.54	

## **Internal Assessment Analysis**

**Assessment Type:** Northwest Evaluation Association-(MAP) Measures of Academic Progress

**School Name:** Vaughn Next Century Learning Center

**School Location Code:** 7452

### **NWEA: What are the three biggest takeaways from the data represented?**

1. During both the 2014-15 and 2015-16 school-years, Vaughn has been successful, school-wide, in reducing the number of students initially performing within the low and low avg percentile bands in all tested areas (Reading, Language, Math). In looking at the end of year NWEA assessments results in all areas for 14-15 and 15-16, a majority of Vaughn students performed within the avg, high avg, or high percentile bands (Reading 14-15: 59.3%, Reading 15-16: 66.4%, Language Usage 14-15: 61.3% Language Usage 15-16: 71.9%, Math 14-15: 56.8%, Math 15-16: 61.7%).
2. When considering individual student growth as a measure of academic progress, a significant number of students demonstrated a steady increase in RIT scores across all tested areas (Reading, Language Usage, Mathematics) in grades K-4 (K: 24.8 point increase, 1st: 18.8 point increase 2nd: 14.3 point increase, 3rd: 11.1 point increase, 4th: 11.5 point increase), while a majority of students met or exceeded projected growth goals in grades 5-12. This statement held true for both the 2014-15 and 2015-16 school-years.
3. A majority of Vaughn's English Learner (EL) population is performing within the low or low avg percentile bands in all tested areas (Reading 14-15: 69.5%, Reading 15-16: 76.6%, Language Usage 14-15: 80.1%, Language Usage 15-16: 79%, Math 14-15: 62.9%, Math 15-16: 73.1%). Although more EL students moved upward from the low or low avg percentile bands to avg (40th percentile) or above from Fall 2014 to Spring 2015, fewer EL students initially tested within the low or low avg bands in 2015-16.

### **What areas of strength has the Vaughn identified based from the data? What steps has Vaughn taken and/or will take to continue growing in this area of strength?**

Vaughn observed significant gains in student performance in the area of Mathematics school-wide, both in 2014-15 and 2015-16, across assessment platforms. In both 14-15 and 15-16, a majority of students performed at or above the 40th percentile (avg) (14-15: 54.8%, 15-16: 52.8%)), and the number of students performing within the low or low avg bands were reduced from Fall to Spring in each of these two consecutive years 14-15 (Fall 56.2%, Spring 45.2%) 15-16 (Fall 48%, Spring 47.2%). In addition, individual student growth results have been promising. In 2014-15, a majority of students in nearly all grade levels K-12 experienced growth in RIT scores at or above the initial projected growth goals. In 2015-16, this pattern continued particularly in grades 5-12. The adoption of CCSS aligned instructional programs in Mathematics (HMH Go Math at K-5, Carnegie Learning Integrated Mathematics at 6-12), and concerted efforts to maintain fidelity to the implementation and alignment of these programs, have contributed to gains in student performance. Strategic and consistent data driven intervention and support in Mathematics has been implemented at the K-5 level, and Vaughn has

invested in a Math Intervention teacher serving grades 2-3. Technology integration and the implementation of engaging software programs focusing on foundational and core math skill development have also played a role in these gains. At the secondary grades (6-12), Vaughn has invested in the development of a coaching model to support Math instruction at both the middle and high schools. Funding has been provided to support continued professional development for these Math Coaches, and time has been protected within the school-day to allow for Math articulation meetings and one to one teacher mentoring. Vaughn has committed to further development of a secondary intervention and support model, and both the middle and high school Math departments are currently working in collaboration within Curriculum Coordinators, Site Directors, and the Chief Instructional Officer to engage in a “deep-dive” into the analysis of multiple objective measures of student performance data (NWEA, CAASPP, MDTP, etc.) to more accurately diagnose student needs and to better inform program development. To support these efforts, both the middle and high schools will invest in an additional FTE in Mathematics specifically to support the development of the aforementioned intervention and support model. School-wide, Vaughn will continue to develop STEAM programs, particularly in Engineering, Robotics, Biomedical Science, and Computer Science. These programs strengthen students’ conceptual understandings in support of the 8 Mathematical Practices aligned to the CCSS, and the application of Mathematical skill in these areas provides an engaging and dynamic learning environment for students. All first grade students are now engaged in Coding, Engineering, Science, and Mathematics labs for two-hours each week in addition to the core Math and Science instructional programs. Vaughn has begun the roll-out of a one to one device initiative, and all 4th and 5th grade students now have access to a Chromebook for daily instruction. Continued professional development will be provided to 4th and 5th grade teachers in order to support differentiated instruction in Mathematics. The middle and high schools will continue to develop college-career pathways in Engineering and Biomedical Science, which will be available across all four-years of high school, again, as a compliment to the core mathematics program. Vaughn will continue to invest in professional development in support of the core instructional program in Mathematics through vendors (HMH and Carnegie), via regional conferences sponsored by CMC (California Mathematics Council) and NCTM (National Council for Teachers of Mathematics), and by dedicating time and resources to internal coaching and support.

There was demonstrable progress in NWEA MAP assessment results in Language Usage from 2014-15 and 2015-16. A majority of students in grades 5-12 met or exceeded individual projected growth goals as measured by observable increases in RIT scores from Fall to Spring in both 14-15 and 15-16. In addition, the number of students initially testing within the low or low avg percentile bands declined from 14-15 (49.2%) to 15-16 (38.6%), and this trend has continued through Fall 2016 (39.5%). This trend is also visible with Vaughn’s English Learner population 14-15 (84.2%) 15-16 (74.5%) Fall 2016 (72%). There has been a considerable focus on the incorporation of language and vocabulary development across the disciplines over the past two years. Teachers have increasingly incorporated sentence frames, opportunities for cooperative learning and structured academic conversations, and explicit Tier II and III vocabulary development across the K-12. Furthermore, teachers have increasingly developed units of study that include relevant, project based learning experiences that allow students to engage in writing and speaking in authentic local and global contexts across disciplines. There is also a continued focus on the development and assessment of language objectives across the K-12, Vaughn

invested in the adoption and implementation of the elementary K-8 CCSS aligned McGraw-Hill Wonders and Study Sync ELA/ELD series, and professional development, in partnership with McGraw-Hill trainers, has been consistently scheduled into the professional development plan. At the secondary, the high school continues to develop its internal benchmark assessment in writing, and there is movement toward aligning online writing and language assessment and feedback tools, such as Turnitin, across grades 6-12.

**What areas of improvement has Vaughn identified based on the data? What steps has Vaughn school taken and/or will take to continue growing in this area for growth?**

A continued area of focus for our program continues to be support for English Language Learners. NWEA MAP assessments results showed that EL students, as a school-wide subgroup, achieved gains in performance as indicated by a reduction in the number of students performing at the low and low avg percentile bands in all tested areas in 2014-15 (Reading: 78.9%, Language Usage: 84.2%, Math: 79.8%), and fewer students initially tested into the low or low avg bands in 2015-16 (Reading: 73.8%, Language Usage: 74.5%, Math: 72.6%). However, a majority of English Learners school-wide scored below the 40th percentile (avg) band, again, in all tested areas, which is one of several potential indicators for reclassification (Reading 14-15: 69.5%, Reading 15-16: 76.6%, Language Usage 14-15: 80.1%, Language Usage 15-16: 79%, Math 14-15: 62.9%, Math 15-16: 73.1%). In 2014-15, a significant number of EL students met or exceeded individual projected growth goals (as measured by RIT), and a majority of EL students met or exceeded individual RIT growth goals specifically in Reading and Language. In 2015-16, again, a significant number of students met or exceeded growth goals, but in grades K-3, the majority of EL students did not meet projected growth. Vaughn has maintained a clear focus on professional development that targets instructional strategies and teacher training in support of English Learners. All new teachers received Cooperative Learning Day 1 training from Kagan professional development during the summer of 2016, and Vaughn recently hosted Cooperative Learning Day 2 and 3 workshops for all teachers K-12 in January 2017. The Cooperative Learning workshop series focuses upon the consistent implementation of conversation structures to support academic language development. The addition of a school-wide EL Coordinator, a K-5 Curriculum Coordinator, and a grade 4-5 Lead Teacher has enhanced the school's ability to align expectations for the newly adopted McGraw-Hill Wonders ELA/ELD program, and, in particular, the integrated and designated ELD programs.

A majority of Vaughn's population of Students with Disabilities met or exceeded projected RIT growth goals across all tested areas in 2014-15, and this trend continued in the area of Reading in 2015-16. NWEA MAP data clearly shows that these students are growing, and there was a reduction in the number of students performing at the low or low avg percentile bands in all areas for 2014-15 and 15-16. However, a majority of Students with Disabilities K-12 scored below the 40th percentile in all tested areas (Reading, Language, Math) in both 2014-15 (Reading: 79.1%, Language Usage: 81.2%, Math 75.2%) and 2015-16 (Reading: 80%, Language Usage 77.9%, Math 76.4%). Vaughn has partnered with the Cal State Northridge Center for Teaching and Learning (CTL) to support professional development targeting differentiated instruction and co-teaching models in support of Students with Disabilities. Vaughn has hosted three in-house professional development workshops focused on co-teaching, co-planning, and



co-assessment, specifically directed at developing models of instruction wherein a resource specialist and/or paraprofessional works in conjunction with a general education Math or ELA teacher. *This model, although still developing, continues to allow for increased in-class support and service delivery for Students with Disabilities.* In addition, two additional resource specialists have been added to support students at the middle and high schools. Vaughn promotes a full-inclusion model of instruction, and Students with Disabilities are supported with data driven support labs that are implemented in a blended learning environment. Articulation is also a key feature of Vaughn's program, and RSTs/paraprofessionals meet weekly and/or monthly with grade level teams/departments teams to engage in co-planning, to review student progress, and to evaluate the effectiveness of accommodations enumerated in student IEPs.

### **How has the data impacted professional development plans?**

A thorough historical review the NWEA MAP assessment data has reinforced the need for continued professional development that will further equip teachers to support Vaughn's English Language Learners and Students with Disabilities with effective in-class instruction and equitable access to the core instructional program.

Vaughn will continue to partner with outside vendors, such as Kagan and McGraw-Hill, to provide workshops targeting academic language development, integrated and designated ELD, cooperative learning, and technology enhanced curriculum to support language development and production across disciplines. In addition, Vaughn will continue to send teams of teachers and curriculum leads to conferences and workshops that focus on language development and classroom strategies to support English Learners, such as the CAFE annual conference (California Association of Bilingual Education) and ongoing LACOE sponsored workshops (ex. Integrated ELD in the Content Areas). Internal instructional coaching will be provided by Vaughn's EL Coordinator, Curriculum Coordinators, and Lead Teacher(s). This Curriculum Team will continue to collaborate on a weekly basis in order to ensure that Vaughn's instructional program is aligned and that assessment results and other objective measurable sources of data are analyzed with both a global (school-wide) and site based (grade level specific) lenses. Curriculum leads have attended, and will continue to attend, NWEA sponsored institutes and workshops with a focus on leveraging data to inform instructional practice.

With regard to Students with Disabilities, Vaughn will continue to foster a variety of co-teaching models across grades K-12. Moreover, Vaughn has engaged in the practice of conducting bi-annual vertical articulation meetings (end of Spring and beginning of Fall) to foster conversations that will guarantee the continuity and alignment of accommodations, knowledge of student strengths and areas for growth (both academic and social), and collaboration between RSTs, paraprofessionals, and general education teachers.

In order to capitalize on the measurable student gains in Mathematics, Vaughn will continue to support Math coaches at middle and high school with time during the instructional day to conduct classroom observations, to provide one on one coaching for secondary Math teachers, and to engage in resource and program development efforts. Vaughn will continue to focus on capacity building efforts by sending Math coaches and Lead/Model Teachers to workshops

sponsored by organizations such as NCTM (National Council for Teachers of Mathematics and CMC (California Mathematics Council). In addition, Vaughn will continue to partner with Houghton-Mifflin Harcourt (HMH) and Carnegie Learning to provide on-site professional development that will support teachers as they work to integrate blended learning solutions featuring a diverse array of technology and software solutions, including Cognitive Tutor, MathiaX, and the GoMath digital platform.

## 2014-15 NWEA RESULTS

**MAP Assessment:** Measures of Academic Progress® (MAP®) creates a personalized **assessment** experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.

**RIT Score:** “RIT” is an abbreviation for “Rausch Unit.” The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student’s RIT score indicates the level at which the student was answering questions correctly 50% of the time.

**Norms:** 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students’ performance in the same grade at a comparable stage of the school year.

Math	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K	140	159.1	137.1	161.8	24.7
1	162.4	180.8	160.8	180	19.2
2	177.6	192.1	174.9	188.8	13.9
3	189.8	198.6	190.4	197.1	6.7
4	198.2	213.5	189.7	209.1	19.4
5	211.4	221.4	205.6	220	14.4
6	219.6	225.6	208.9	217.8	8.9
7	225.6	228.6	212.9	221.6	8.7
8	230.2	234.5	213.2	224.5	11.3
9	230	233.4	226.4	231.4	5
10	230.1	232.4	231.3	234.7	3.4
11	222.6	235	224.9	236.7	11.8

Reading	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K	141	158.1	139.8	159	19.2
1	160.7	177.5	158.2	177.6	19.4
2	174.7	188.7	173.2	186.3	13.1
3	188.3	198.6	185.7	197.1	11.4
4	198.2	205.9	189.7	199.8	10.1
5	205.7	211.8	199.2	208.4	9.2
6	212.3	216.4	203.5	209.4	5.9
7	216.3	218.2	202.9	213	10.1
8	219.3	222.4	209.2	216.8	7.6
9	220.2	221.9	216.3	219.3	3
10	220.4	221.2	219.6	223.4	3.8
11	222.6	222.3	223.3	224.6	1.3

Language	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K					
1					
2	174.5	189.7	174.7	188.9	14.2
3	189.4	200	190	201	11
4	198.8	206.7	197.2	203.5	6.3
5	205.6	211.5	205.2	211.6	6.4
6	212.3	216.2	204.6	209.4	4.8
7	215.8	217.6	202.7	212.7	10
8	218.7	221.3	205.8	215.7	9.9
9	28.4	220.4	216.2	219.6	3.4
10	218.9	220.1	220.9	222.4	1.5
11	221.5	221.1	223.3	223.2	-0.1

## 2015-16 NWEA Results

**MAP Assessment:** Measures of Academic Progress® (MAP®) creates a personalized **assessment** experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.

**RIT Score:** “RIT” is an abbreviation for “Rausch Unit.” The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student’s RIT score indicates the level at which the student was answering questions correctly 50% of the time.

**Norms:** 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students’ performance in the same grade at a comparable stage of the school year.

Math	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K	140	159.1	136.2	157.1	20.9
1	162.4	180.8	162.6	177.6	15
2	176.9	192.1	177.8	187.6	9.8
3	190.4	203.4	190.7	201.2	10.5
4	201.9	213.5	199.7	210.5	10.8
5	211.4	221.4	205.9	218.1	12.2
6	217.6	225.3	209.1	218.8	9.7
7	222.6	228.6	212.8	221.8	9
8	226.3	230.9	220.7	230.3	9.6
9	230.3	233.4	222	225.3	3.3
10	230.1	232.4	230.3	233.1	2.8
11	233.3	235	234.5	237.8	3.3

Reading	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K	141	158.1	139.7	155.7	16
1	160.7	177.5	159.4	174.6	15.2
2	174.7	188.7	175.6	185.2	9.6
3	188.3	198.6	187.8	196.2	8.4
4	198.2	205.9	194.2	203.5	9.3
5	205.7	211.8	198.6	208.3	9.7
6	212.3	216.4	205.8	212.5	6.7
7	216.3	218.2	206	213.6	7.6
8	219.3	222.4	212.9	221.3	8.4
9	220.2	221.9	214.2	217.4	3.2
10	220.4	221.2	219.1	222.9	3.8
11	222.6	222.3	223	226.6	3.6

Language	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Gain
K					
1					
2	174.5	189.7	177.6	188.5	10.9
3	189.4	200	191.2	200	8.8
4	198.8	206.7	199.5	206.7	7.2
5	205.6	211.5	203.4	210.9	7.5
6	212.3	216.2	208	212.7	4.7
7	215.8	217.6	207.3	213.2	5.9
8	218.7	221.3	212.1	219.2	7.1
9	218.4	220.4	216.7	218.8	2.1
10	218.9	220.1	219.3	221.6	2.3
11	221.5	221.1	223.8	226.1	2.3

## Internal Assessment Analysis

**Assessment Type:** Northwest Evaluation Association-(MAP) Measures of Academic Progress

**School Name:** Vaughn Next Century Learning Center

**School Location Code:** 7452

During both the 2014-15 and 2015-16 school-years, Vaughn administered the NWEA MAP assessments in Reading, Language Usage, and Mathematics to all students in grades K-11 in Fall, Winter, and Spring. After a careful analysis, Vaughn's PAR committee elected to alter the NWEA testing windows to account for a significant overlap with Spring SBAC testing in grades 3-8 and 11. As a result, the desire to maintain a formative standardized assessment (NWEA MAP) to inform instructional practice and appropriate student placement led to the adoption of the following timelines for NWEA MAP testing in 2016-17:

1. The 2016-17 NWEA MAP in Reading, Language, and Mathematics was administered to grades 3-8 and 11 (SBAC tested grade levels) in Fall and Winter only. It should be noted that, at a later date, grades 6-8 opted to administer the NWEA MAP assessment in Mathematics in order to better inform Math placement decisions for Fall 2017. This was approved via the Peer Assistance and Review (PAR) committee.
2. Grades K and 1 administered the NWEA MAP assessments in Reading and Mathematics during the regularly scheduled Fall, Winter, and Spring testing windows, as these groups do not participate in the SBAC assessments.
3. Grade 2 administered the NWEA MAP assessments in Reading, Language, and Mathematics during the regularly scheduled Fall, Winter, and Spring testing windows, as this group does not participate in the SBAC assessments.
4. Grades 9 and 10 administered the NWEA MAP assessments in Reading, Language, and Mathematics during the regularly scheduled Fall, Winter, and Spring testing windows, as these groups do not participate in the SBAC assessments.

Considering the unique nature of the transition to new testing windows in 2016-17, the forthcoming analysis of NWEA MAP growth data will focus primarily upon clear Fall-Spring results for grades K, 1, 2, 9, and 10 only. All other grade level results will be discussed in the analysis of the Spring 2017 SBAC results in ELA and Mathematics.

A review of the NWEA MAP assessment results revealed a steady trend toward individual student growth when considering RIT scores from the Fall 2016 to Spring 2017 terms. The 9th and 10th grade "All Students" cohorts exceeded the School Norms Projected Growth (SNPG) targets in Math (9th: 2.9 points vs. projected 2.8, 10th: 2.5 points vs. projected 2.1), as set by NWEA, and, while the "All Students" cohorts in grades K-2 fell marginally short of meeting Projected Growth targets, each grade level demonstrated significant double-digit Observable Growth when taking into account Vaughn's End-of-Year Mean RIT score in Mathematics in 16-17 (K: 19 points, 1st: 15.8 points, 2nd: 12.6 points). The English Language Learner subgroup mirrored this pattern, with the EL student cohort in grades 9 and 10 meeting Projected Growth targets in Math (9th: 3 points vs. 1.3 projected, 10th: 3.2 points vs. 1.4 projected) and EL students in grades K-2 experiencing double-digit Observable Growth in RIT scores from Fall

2016-Spring 2017 (K: 19.2 points, 1st: 16.3 points, 2nd: 14.3 points). There is no cohort data for Students with Disabilities at the Kinder level, as the group is not of a significant size. However, the performance of the 9th and 10th grade cohorts of Students with Disabilities is noteworthy in that each grade level exceeded Projected Growth targets by very wide margins (9th: 9.9 points vs. projected 1.0, 10th: 5.8 points vs. projected 1.3). As with the “All Students” and “EL” groups, Students with Disabilities in grades 1 and 2 showed significant double-digit Observable Growth and fell short of meeting RIT projection by only a small margin (1st: 17.8 points, 2nd: 14.9 points). RFEP students in grades 1-2 and 9-10 did not meet Projected Growth goals, and yet the students in this subgroup continued to manifest a pattern of stable forward movement in RIT scores in grades 1-2 (1st: 13.1 points, 2nd: 11.8 points), while, according to the 2015 NWEA Norm Data, RFEP students in grades 9-10 grew on par with grade level expectations (9th: 2.6 points, 10th: 2.1 points).

The NWEA MAP assessments results in Reading followed a nearly identical pattern to that which was discussed in the analysis of student performance data in Mathematics. All student groups in grades K-2, inclusive of All Students, EL, RFEP, and SPED students, experienced double-digit Observable Growth when comparing initial Fall to end-of-year Spring mean RIT scores in Reading (K: 13.6, 1st: 15.2, 2nd: 12.6), and yet each of the aforementioned student groups missed the SNPG target. Conversely, all student groups in grades 9 and 10 exceeded the SNPG in Reading for the Fall 2016-Spring 2017 testing period (9th: 3.5 points vs. projected 1.7, 10th: 2.8 vs. projected 0.8).

The NWEA MAP assessment in Language Usage is not administered to students in Kinder of 1st grade. With that said, of all students in grades 2, 9, and 10, only the 10th grade cohort exceeded the SNPG target for Spring 2017. However, the 2nd grade cohort did grow significantly from Fall 2016-Spring 2017 with an increase of 12.6 RIT points, while the 9th grade cohort only grew marginally in this area at 1.4 RIT points. The English Learner subgroup showed significant growth in the 2nd grade cohort (12.6 RIT points), although the group did not meet the SNPG target for Spring 2017. The EL 9th grade cohort did exceed the SNPG target, while the 10th grade EL cohort did not meet the target and only grew marginally. The RFEP and SPED subgroups likewise demonstrated double-digit observable RIT growth in grade 2 (RFEP: 13.5, SPED: 13.5), and the 9th and 10th grade SPED cohorts only grew marginally (9th: 0.5 RIT points, 10th: 0.5 RIT points) and did not meet the SNPG target.

#### Conclusions:

1. In looking at the end of year NWEA assessments results in all areas for 14-15 and 15-16, a majority of Vaughn students performed within the avg, high avg, or high percentile bands. This trend continued in 2016-17, as a solid majority of students across grades K-2, 9 and 10 performed at or above the 40th percentile in Math, Reading, and Language Usage.
2. When considering individual student growth as a measure of academic progress, a significant number of students demonstrated a steady increase in RIT scores across all

tested areas (Reading, Language Usage, Mathematics) in grades K-2 Math (K: 49%, 1st: 35%, 2nd: 35%) Reading (K: 32%, 1st: 45%, 2nd: 45%) Language Usage (2nd: 50%) while a majority of students met or exceeded projected growth goals in grades 9-10 Math (9th: 52%, 10th: 49%) Reading (9th: 55%, 10th: 55%) Language Usage (9th: 45%, 10th: 46%). This statement held true for both the 2014-15 and 2015-16 school-years, and the trend continued into 2016-17.

A majority of Vaughn's English Learner (EL) population is performing within the low or low avg percentile bands in all tested areas (Reading, Language, Math). Although more EL students moved upward from the low or low avg percentile bands to avg (40th percentile) or above from Fall 2014 to Spring 2015, fewer EL students initially tested within the low or low avg bands in 2015-16 and 2016-17.

## 2016-17 NWEA MAP Assessment Results

### All Students (Grades K-2, 9, 10)

**MAP Assessment:** Measures of Academic Progress® (MAP®) creates a personalized **assessment** experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.

**RIT Score:** “RIT” is an abbreviation for “Rausch Unit.” The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

**Norms:** 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students' performance in the same grade at a comparable stage of the school year.

Math	Norm Initial RIT	Norm End-of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End-of-Year RIT	Observed Growth
K	140	159.1	133	151.9	19
1	162.4	180.8	160.4	176.2	15.8
2	176.9	192.1	176.6	188.1	12.6
3	190.4	203.4			
4	201.9	213.5			
5	211.4	221.4			
6	217.6	225.3			
7	222.6	228.6			
8	226.3	230.9			
9	230.3	233.4	225.4	228.3	2.9
10	230.1	232.4	224.9	227.3	2.5
11	233.3	235			



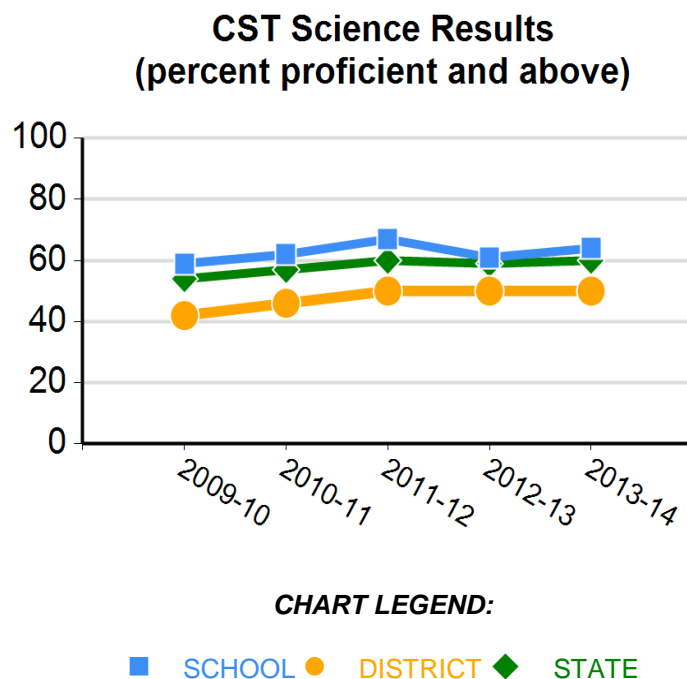
Reading	Norm Initial RIT	Norm End- of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End- of-Year RIT	Observed Growth
K	141	158.1	136.8	150.4	13.6
1	160.7	177.5	157.8	173	15.2
2	174.7	188.7	173.5	186.1	12.6
3	188.3	198.6			
4	198.2	205.9			
5	205.7	211.8			
6	212.3	216.4			
7	216.3	218.2			
8	219.3	222.4			
9	220.2	221.9	216.2	219.7	3.5
10	220.4	221.2	219.3	222.1	2.8
11	222.6	222.3			

Language	Norm Initial RIT	Norm End- of-Year RIT	Vaughn Mean Initial RIT	Vaughn Mean End- of-Year RIT	Observed Growth
K					
1					
2	174.5	189.7	175.4	189.7	12.6
3	189.4	200			
4	198.8	206.7			
5	205.6	211.5			
6	212.3	216.2			
7	215.8	217.6			
8	218.7	221.3			
9	218.4	220.4	217.4	218.8	1.4
10	218.9	220.1	218.5	220.2	1.6
11	221.5	221.1			

## Other Assessment Indicators

### Science

Vaughn's past record of performance on the CST aligned CA Science Test consistently outperformed the District and the State. Vaughn has taken proactive steps to transition to the Next Generation Science Standards and will be program ready for the operational administration of the new NGSS aligned CA Science Test (CAST) in Spring 2019.



**2013-2018 Charter Goal #2:** All English Language Learner (ELL) students will meet or exceed student achievement targets set and measured on the Annual Measureable Achievement Objectives (AMAO's) in the majority of years of the charter.

### Measurable Outcomes:

1. 60% or more of ELL students will make Annual Progress in Learning English (AMAO-1) as measured by the CELDT each year of the charter.
2. The number of ELL students in a language instruction education program for fewer than 5 years that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.
3. The number of ELL students in a language instruction education program for 5 years or more that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.

4. Vaughn will meet or exceed ELL student achievement targets in English Language Arts/English on the state adopted assessment system using the Safe Harbor model a majority of the years and a minimum of 2 years in a row during the five year charter term.
5. Vaughn will meet or exceed ELL student achievement targets in Math on the state adopted assessment system using the Safe Harbor model a majority of the years and minimum of 2 years in a row during the five-year charter term

## **Goal 2: Measureable Outcomes 1-4**

Vaughn's English Learners have made progress annually in learning English and in attaining English language proficiency targets as measured by the CELDT. Long-term English learners did not reach target in 2013-14 and became a focus of our efforts to support identified areas of need. Over the years Vaughn has struggled to meet targets set for our English learners on standardized tests however, we have been successful in transitioning our EL students to RFEP status. We typically start every year with over 200 EL students in Kindergarten and have less than 10 by 12<sup>th</sup> grade.

### **Percent of Students Reclassified**

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Vaughn NCLC	21	27	16.4	15.5	14.9
District	14	15	16.6	12.1	16.8
State	13	13	11	11.2	

### **Percent of EL Students who made progress towards English Proficiency**

	<b>2013</b>	<b>2014</b>
Vaughn NCLC	64	62
District	53	56
State	57	58

## Annual Measureable Academic Objectives

<b>AMAO 1: Percent of EL Students Making Annual Progress in Learning English</b>			
Target		2013-14	2014-15
Percent Meeting		59%	60.5%
Target		61.7%	62.1%
Was Target Met? (Y/N)		Y	Y

<b>AMAO 2: Percentage of EL Students Attaining English Proficiency- Less than 5 Years Cohort</b>			
Target		2013-14	2014-15
Percent Meeting		22.8%	24.2%
Target		29.3%	27.5%
Was Target Met? (Y/N)		Y	Y

<b>AMAO 2: Percentage of EL Students Attaining English Proficiency- 5 Years or More Cohort</b>			
Target		2013-14	2014-15
Percent Meeting		49%	50.9%
Target		45.7%	54.2%
Was Target Met? (Y/N)		N	Y

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level						
Met % Percent Proficient or Above for EL Was Target Met? (Y/N)			2013-14		2014-15	
			ELA	MAT H	ELA	MAT H
			N	N	-	-

**2013-2018 Charter Goal # 3:** All students will succeed in high school and will demonstrate competencies in self-direction, productivity and responsibility, important skills for life and career.

**Measurable Outcomes:**

1. 95% or more of Vaughn's high school students will pass the high school exit exam (CAHSEE) or equivalent assessment established by state accountability system each year of the charter.
2. 90% or more of Vaughn's high school graduates will complete "a-g" requirements each year of the charter.
3. Vaughn's High school graduation rate will be maintained at 90% or better annually.
4. At least 85% of Vaughn graduates will be accepted to institutions of higher learning based on college acceptance notification/enrollment data and tracked by school counselors.
5. Annual school wide student attendance will be maintained at 97% or better as measured by state-defined average daily attendance procedures.
6. The suspension and expulsion rate as a percent of enrolled students will be maintained at 3% or less annually.

**2013-2018 Charter Goal 3: Measureable Outcome 1**

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) – All Students**

<b>Grade 10</b>	<b>2013</b>	<b>2014</b>
English Lang Arts (% Passing)	88%	87%
Math (% Passing)	95%	88%

By the time students reach graduation, 100% of students pass the CAHSEE exam. We have only provided a waiver of passage in very few rare instances to students with an IEP. We always allow eligible Special Ed students the opportunity to attempt the test and, only after failed attempts despite supports provided, have we waived the requirement. Our EL students have successfully passed the CAHSEE by graduation. Vaughn's 12<sup>th</sup> grade Special Ed and EL cohorts are traditionally very small, usually less than 10 students. Additionally, we contract retired teachers and alumna to help tutor students that were struggling with passage of the CAHSEE. Many of our students continue to work on completing their graduation requirements well past the closing of the reporting window and do succeed in achieving a diploma.

### CAHSEE English Language Arts

Year	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
2013	Tested	Eng.	147	7	10	89	146	0
2013	Passing	Eng.	129 (88%)	-	-	83 (93%)	128 (88%)	-
2014	Tested	Eng.	150	9	8	76	150	0
2014	Tested	Eng.	130 (87%)	-	-	68 (89%)	130 (87%)	-

### CAHSEE Math

Year	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
2013	Tested	Math	147	7	10	89	146	0
2013	Passing	Math	139 (95%)	-	-	89 (100%)	138 (95%)	-
2014	Tested	Math	150	9	8	76	150	0
2014	Tested	Math	132 (88%)	-	-	70 (92%)	12 (88%)	-

### 2013-2018 Charter Goal 3: Measureable Outcomes 2 & 3

Vaughn has been able to consistently maintain a graduation rate at or above 90%. Upon entering 9<sup>th</sup> grade, all students are monitored and provided with guidance and academic advisement to encourage on-track A-G course completion and the satisfaction of Vaughn's rigorous graduation requirements. Two intersessions are provided annually (January and July) for students in need of credit recovery or academic support. Vaughn enlists the support of both online and brick and mortar partner agencies, such as North Valley Occupational Center and, more recently, APEX online, to provide students with multiple opportunities to demonstrate content mastery and course completion. Moreover, Vaughn's 4-year cohort drop-out rate has declined over the current charter term and remains significantly lower than District and State averages.

Vaughn continues to invest significant resources designed to increase the number of students graduating ready for college. Support in the form of two GEAR UP grants that support the graduating classes of 2020-2024 with additional access to college counseling, frequent opportunities for university campus tours, and workshops focusing on financial aid, scholarships, and the college application process will continue to benefit out students and families over the course of the next charter term. In addition, Vaughn continues to employ a dedicated College Adviser at the high school level, as well as two counselors at both the middle and high school campuses, respectively. These individuals continue to provide academic, as well as social-emotional, support for all students.

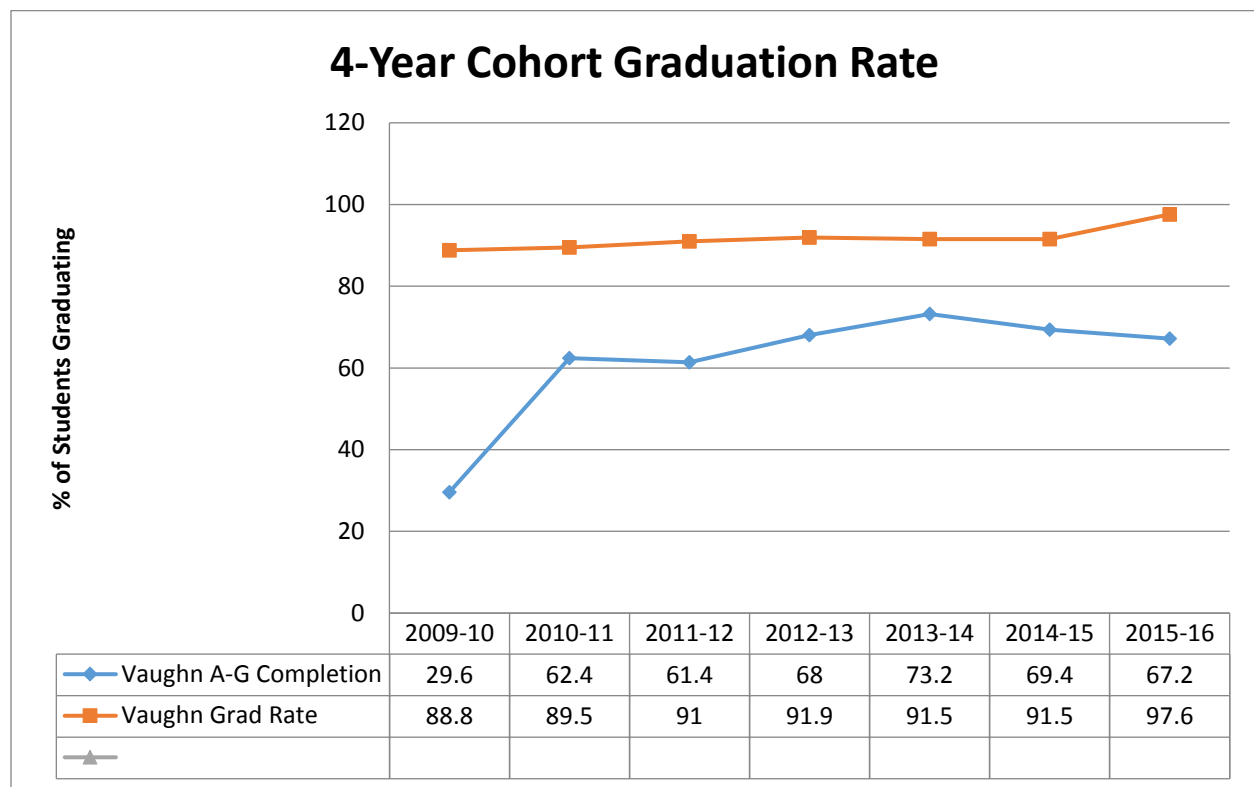


Figure 1: Data obtained from CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

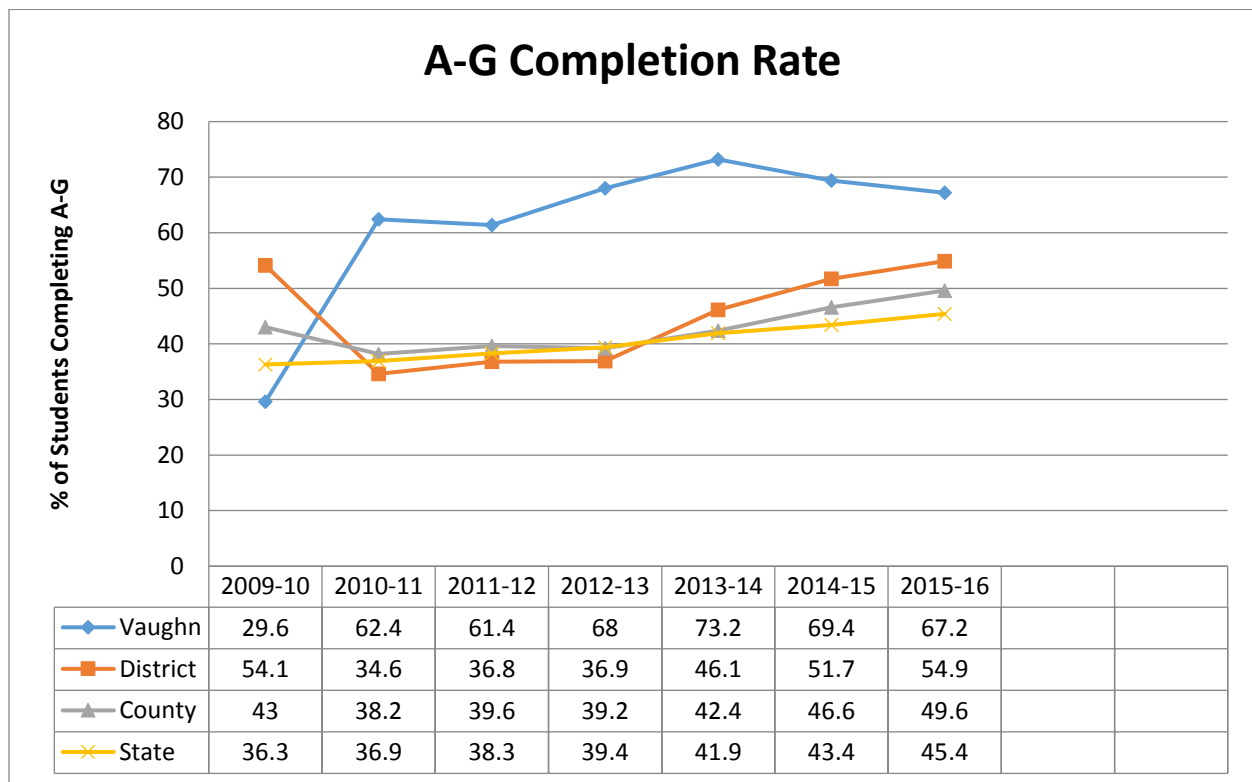


Figure 2: Data obtained from CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

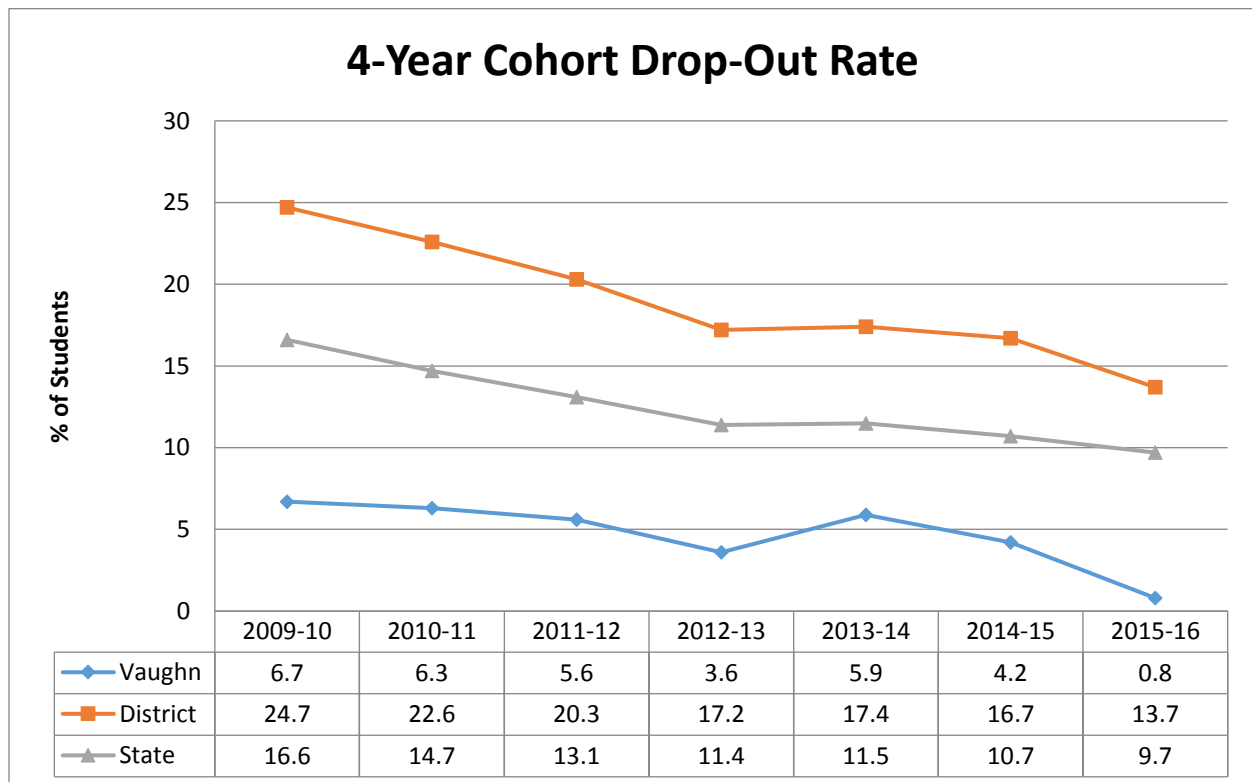


Figure 3: Data obtained from CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>



### **2013-2018 Charter Goal 3: Measureable Outcome 4**

As a college and career preparatory program, Vaughn remains committed to preparing all students for life beyond the K-12 classroom. Vaughn has, and will continue, to support students in their pursuit of post-secondary education, and the school maintains a strong track-record of application and eventual enrollment in 4-year universities, community college programs, and trade oriented or career-technical schools. Between Spring 2013-Spring 2016, an average of 47% of Vaughn graduates applied and were accepted directly into 4-year universities in the Cal State or UC systems. In 2015-16, 50% of the graduating class were admitted into 4-year programs, with 14% attending a UC campus and 36% attending a CSU respectively. During the same period of Spring 2013-Spring 2016, an average of 40% of Vaughn graduates enrolled in a 2-year community college program.

The percentage of students graduating with college units has also risen significantly over the current charter term, both as a result of Vaughn's expanded Advanced Placement program, as well as the maintenance of numerous L.A. Mission College courses offered on-site at the Vaughn High School campus. Between 2013-2017, an average of 41% of Vaughn students taking an AP exam passed with a qualifying score of 3 or higher.

<b>College &amp; Career Ready</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
TOTAL STUDENTS GRADUATING	111	94%	105	93%	120	96%
UC	20	18%	15	14%	17	14%
CSU	38	34%	37	35%	44	36%
PRIVATE/OUT OF STATE	2	2%	2	2%	6	5%
COMMUNITY COLLEGE	47	42%	43	41%	47	38%
US ARMED FORCES	2	2%	6	6%	4	3%
TRADE SCHOOL	2	2%	2	2%	2	1%
TOTAL SENIOR CLASS	118		113		124	
TOTAL APPLIED FOR COLLEGE	118		113		123	

\*Please note that the above listed data was collected during the weeks preceding high school graduation for each of the cohorts listed. Total students graduating and final calculations of 4-year cohort grad rate (reflected in Goal 3: Outcomes 2 & 3) may vary as a result. This chart is designed to communicate patterns of post-secondary enrollment for Vaughn graduates.

\*Data obtained from student Intent to Register forms and/or Letters of Acceptance from post-secondary institutions

### **2013-2018 Charter Goal 3: Measureable Outcome 5**

Vaughn has consistently maintained an annual average school-wide daily attendance rate of 98% or greater. The school has taken long-term, proactive steps to establish a strong bond with parents and has placed a major emphasis on the importance of regular school attendance. Each Spring, parents are provided with the upcoming school-year calendar, and regular attendance is stipulated in Vaughn's home-school compact that is reviewed each year on the Saturday preceding the 1<sup>st</sup> day of school. "Compact Signing Day" serves as an opportunity for parents/guardians to meet with their child's teacher(s) in order to review school policies and to receive mandated information. In addition, an attendance clerk, responsible for making daily phone calls to the homes of absent students and for following-up on any potential truancy concerns, is assigned at each Vaughn campus. If a student begins to demonstrate a pattern of truancy, parents are immediately consulted in order to identify the root of the issue and to offer support. Furthermore, Vaughn has institutionalized the practice of conducting home visits at the start of each new school year. Teachers, administrators, and support staff are provided with dedicated time to review student data, any relevant student history, and to articulate any pertinent student information between grade level teams. After identifying focus students, teacher/staff teams are provided with a home-visit orientation by Vaughn administrators and counselors. Moreover, teachers are provided with time to craft a welcome letter, written in English and the home language of the student, to be delivered at the time of the home visit. Two shortened-day schedules are purposefully scheduled during the first week of school to allow for home visits to occur, and this process is repeated at mid-year, usually in the first week of February. These efforts, combined with wrap-around services provided by stakeholders in the school community, have helped Vaughn to maintain a steady and strong level of student attendance.

#### **ATTENDANCE RATE (K-12)**

<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>%</b>	98.41	98.07	98.04	97.76	97.68

\*Data obtained from CALPADS, CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

### **2013-2018 Charter Goal 3: Measureable Outcome 6**

Vaughn has succeeded in maintaining historically low suspension and expulsion rates. Vaughn continues to coordinate the efforts of the student support services team, the mental health team, administrators, instructional leaders, faculty, staff, parents, and student leaders to ensure that an effective school-wide Positive Behavior Support System, as well as restorative approaches to student discipline, remain at the forefront across the K-12. Many of the actions and services relative to this outcome have been focused upon Vaughn's middle school, as students in grades 6-8 have historically needed additional support socially and emotionally (in-line with the historical behavior patterns of this age group). Vaughn has chosen to invest heavily in resources to support students and to secure a safe space for learning to occur. The middle school counseling team works closely with the dean of school culture, school psychologists, and behavior assistants to meet the needs of students, in particular those individuals that are considered "at risk." Moreover, Vaughn employs an MSW to work in conjunction with school leaders and support staff. The MSW provides an additional layer of direct support for students and families in the school-community. Vaughn has also benefited greatly from hosting several interns, studying to serve as future social workers, that complete service hours toward their field work by assisting the school-wide MSW and the support team.

#### **SUSPENSION AND EXPULSION RATES (K-12)**

Vaughn NCLC	2013-14	2014-15	2015-16	2016-17
Suspensions (#)	23	31	24	19
Suspension Rate (%)	0.9	1.14	0.8	0.6
Expulsion (#)	0	0	0	0
Expulsion Rate (%)	0	0	0	0

\*Data obtained from CALPADS, CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

## **Innovative Features of the Educational Program**

Vaughn continues to work toward the fulfillment of the school's Mission Statement, namely to graduate students that are both globally competent and digitally literate. In support of this work, Vaughn has invested in instructional resources, technology, professional development, and instructional coaching designed to prepare both teachers and students to engage with academic content through the lens of global issues, multiple perspectives, and through 21st century technology. Vaughn's long-term relationship with the International Studies School Network (ISSN) started with the high school campus and now involves all grade levels TK-12. Vaughn has taken proactive steps to invest in an internal capacity building model of support, and, as of the 2017-18 school-year, 23 teachers representing the TK-12 span have received at least 2, and, in some cases, 4 or more full days of mentor training and coaching designed to support the development of authentic, real-world, and standards aligned learning experiences for all students.

Teacher representatives from each campus have been selected to meet with an International Studies School Network consultant once each semester to design, implement, and refine Globally Focused, Project Based units of study developed through the lens of the Understanding by Design (UbD) model. The gradual implementation of Project Based Learning and Understanding by Design, as vehicles designed to facilitate the planning and execution of authentic, CCSS aligned learning experiences, has taken shape in various forms throughout the TK-12 span. Teachers and administrators at Vaughn operate under the clear understanding that comprehensive units of study, designed using UbD and implemented with PBL as the methodology by which students will consume and experience skills and knowledge, should be purposefully woven into pacing plans and curriculum maps. Teachers retain the creative freedom to determine, in collaboration with grade level peers and/or colleagues in discipline specific departments, when and where within the curriculum to plan for a comprehensive PBL experience. At times, individual teachers will design and implement a unit in the fashion of a PBL in order to offer students an authentic, real world learning experience relative to one discipline, such as English Language Arts, that is limited to the scope of their individual roster of students. Frequently, teachers will collaborate within grade level teams to design cross-curricular PBL experiences in order to strengthen student understanding through exposure to common themes, concepts, skills, or knowledge in multiple contexts across the curriculum. In any case, teachers engage in the process of prioritizing standards, of developing one or more essential questions and enduring understandings, derived from and aligned with the standards to be addressed within the scope of the unit, and, with these key elements in mind, a Project Based Learning experience is designed with the intent of teaching students to engage in inquiry, research, and higher order thinking in order to solve real world problems or to take meaningful action.

In order to build capacity within our sites and develop school leadership, each of the site selected teachers serve as mentors and as models in support of assisting their colleagues in their own efforts to develop and implement Globally Focused UbD/PBL units within grade levels and departments. In addition, shortened school days have been added to the academic calendar in order to provide teachers with additional time to meet with Vaughn/ISSN mentors to develop curriculum that is globally focused and standards-aligned.

All students in grades 6-12 create a digital portfolio that highlights PBL projects and personal reflections that demonstrate their growth as students and as global citizens. In the 12th grade, students are required to defend their digital portfolio by demonstrating how they have grown as global citizens. Vaughn seeks to achieve a goal of at least 90% portfolio completion, annually, for 12th grade Vaughn graduates. This would entail successful defense of the portfolio in-front of a panel comprised of at least 1 teacher and 1 student, and, for those students wishing to apply for Distinguished Graduate status, a portfolio defense delivered to the entire student body at Vaughn's high school campus. In addition to the portfolio, students are evaluated through their classwork and project submissions, in which teachers are encouraged to include elements of the four pillars of the ISSN (recognizing perspectives, taking action, communicating ideas, and investigating the world), as well as global competency standards (referred to as Global Leadership Performance Outcomes). GLPOs are integrated into units of study and projects throughout grades K-12. Vaughn can proudly report that at least 90% of all Vaughn 12<sup>th</sup> grade graduates have successfully completed all elements of the Graduate Portfolio for the past five-years of the charter.

Global Competency and Digital Literacy are very much interconnected, and, as such, Vaughn continues to build, develop, and enrich programs that prepare students for the life and work in the 21st century. All K-5th grade students will be "exposed" to the basics of computer "coding" through dedicated and consistent time in STEM labs at Vaughn's Primary Center (K-1), G3 (grade 2-3 campus), and Upper Elementary (4-5). The Code.org curriculum provides a continuum that builds on new skills and knowledge in coding and computer programming from grades K-5, and units of study bridging into middle and high school advanced coding are available for those students that are willing able to accelerate in this area. Moreover, all students in grades 4 and 7, as well as a large contingent of students in grade 8, have daily 1:1 access to school provided Chromebooks or Ipads, which allows students to interact with multiple software programs designed to support, complement, and extend the core instructional program through a digital medium. Students engage in projects designed to build mastery in critical skills, such as performing credible and thorough online research, collaborating with peers through Apps (Google Docs, Google Slideshare, etc.), and conducting lessons and classroom activities in through an online forum (Google Classroom). At the middle school level, students are able to "experiment" with more STEaM elective course options, including courses that promote digital literacy (Robotics, Digital Media Art, PLTW Automation and Robotics, PLTW Design Modeling, etc.).

In addition, nearly all middle school students are equipped with 1:1 Chromebooks, and these students are able to continue to further develop the skills (previously mentioned). At the high school level (9-12), students are able to develop "expertise" in STEaM fields through 4-year CTE pathways in Engineering and Biomedical Science. These are elective course options that enable students to take multiple Project Lead the Way (PLTW) courses in a common strand, each of which requires significant training in computer aided modeling, digital collection and analysis of data, presentation of finding through technology, etc. With an initial cohort of just 35 students in 2014-15, the high school Engineering program has grown to 124 students enrolled across grades 9-12. Moreover, the high school Biomedical

Science program has grown from 35 40 students in 2015-16 to 91 students in 2017-18. As with the K-8, students are able to continue their understanding of computer coding/programming through elective courses (Exploring Computer Science, Robotics). Moreover, Vaughn high school students have a multitude of choices relative to continued development as digitally literate global citizens (Excel programming through Financial Algebra, digital design and illustration through Digital Media Art and World Art, collection, modeling, and analysis of data in an online format in Biotechnology or Physiology, etc.). Aside from elective course options, students at all levels of the K-12 are provided with coursework and core curriculum that calls for growth and development in basic word processing, online presentation and research skills, writing and publishing written work in an online, collaborative forum, interacting with Mathematics through online programs, such as Mathia, Cognitive Tutor, HMH GoMath online, etc.

### **Self Reflection**

Vaughn will continue to develop its ELA/ELD program with a particular focus on integrated ELD across content disciplines, as well as designated ELD for English Learners at all levels. Serving both Long Term English Learners and those “At-Risk” for becoming LTEL will continue to be a focus of professional development efforts and instructional program support and development. Moreover, additional training and support relative to differentiated instruction is needed, as teachers need to be able to purposefully and readily create and/or modify lessons that are responsive to the needs of Vaughn’s diverse population of students.

Moreover, Vaughn seeks to increase the number of English Learners that meet the criteria for reclassification. During the transition to the Common Core State Standards, inclusive of the aligned ELD standards, Vaughn opted to adopt a rigorous set of internal criteria for reclassification. This included measures connected to NWEA, SRI, universal screeners, and core coursework. Historically, Vaughn will start with a large cohort of English Learners in the early elementary grades, and, while keeping these students throughout their K-12 journey, very few students will not have reclassified by the 12<sup>th</sup> grade year. This pyramid effect represents the continuous, ongoing, long term commitment to developing English Language proficiency within our students. Nevertheless, the systematic monitoring of EL student progress in learning will continue to be an area for future growth and reflection.

In addition, Mathematics will continue to be an area of focus. Professional development aimed at developing lessons aligned to the CCSS in Mathematics and, in particular, the Standards for Mathematical Practice, will be critically important as we continue to build internal capacity from within the faculty at Vaughn. Vaughn administration, in conjunction with teachers and other stakeholders, will continue to engage in iterative cycles of investigation, analysis, and action to ensure that Math, especially in the middle school grades 6 and 7, receives significant support in the form of ongoing content training, increased access to technology designed to promote an effective blended learning environment, and significant structured planning time to collaborate within and across grade level teams.

## **STUDENT POPULATION TO BE SERVED**

Vaughn Next Century Learning Center hosts a diverse and resilient population of students across grades TK-12. Vaughn is a Title I school, and nearly 100% of students qualify for free-reduced lunch, while 96.67% of students are classified as socioeconomically disadvantaged. 98.5% of students identify as Hispanic or Latino, and 28.25% of students are English Learners. A significant majority of Vaughn students will be the first generation within their respective families to both graduate from high school and to enroll in a post-secondary institution. Despite socio-economic challenges in the community, Vaughn students continue to rise above adversity as evidenced by a graduation rate consistently above 90% from year to year.

## **ENROLLMENT BY RACE/ETHNICITY**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2016-17	2,906	0.6%	0.0%	0.3%	0.1%	98.5%	0.0%	0.4%	0.1%	0.0%
2015-16	2,831	0.5%	0.0%	0.4%	0.0%	98.6%	0.0%	0.5%	0.1%	0.0%
2014-15	2,724	0.6%	0.0%	0.5%	0.0%	98.2%	0.0%	0.6%	0.1%	0.0%

Figure 4: Data obtained from CALPADS, CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

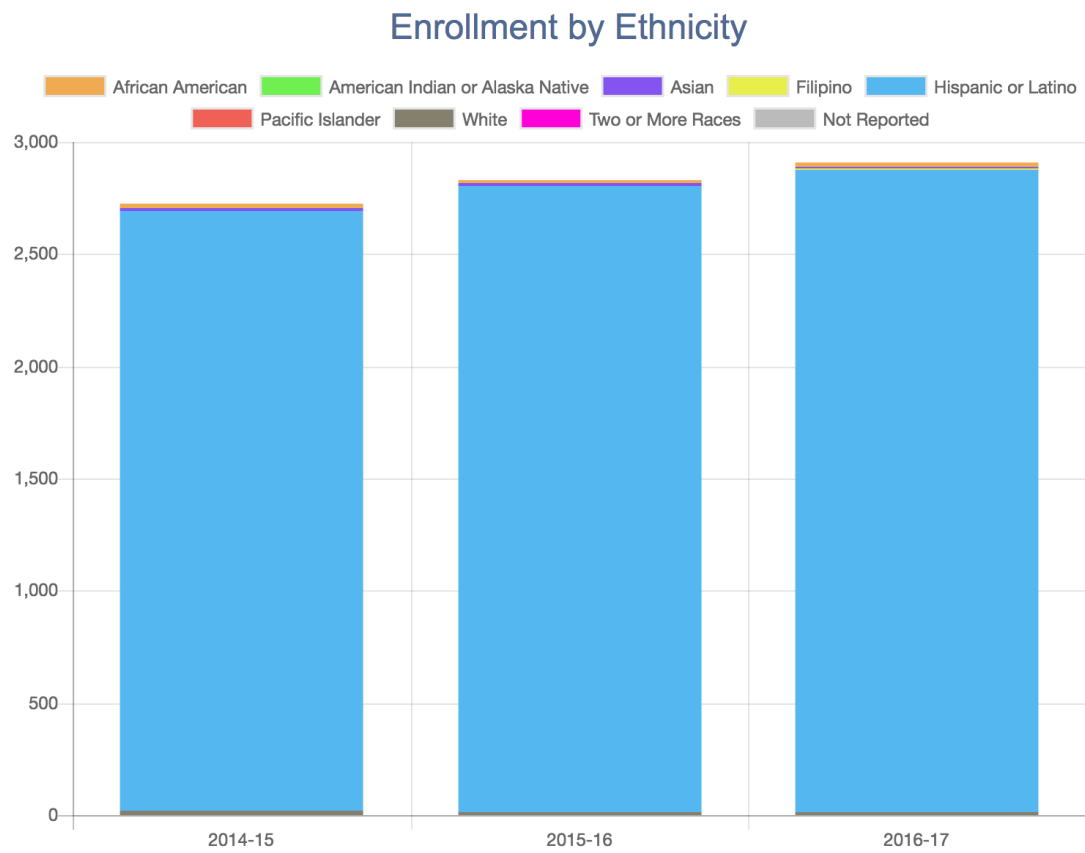


Figure 5: Data obtained from CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>



**ENROLLMENT BY PROGRAM ELIGIBILITY**

<b>Program</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>English Learner</b>	724 (27.80%)	794 (29.15%)	805 (28.44%)	821 (28.25%)
<b>Foster Youth</b>	534 (21%)	12 (.44%)	9 (.32%)	7 (.24%)
<b>Homeless Youth</b>		311 (11.42%)	657 (23.21%)	385 (13.25%)
<b>Migrant Education</b>	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>Students with Disabilities</b>	189 (7.26%)	177 (6.50%)	190 (6.71%)	188 (6.47%)
<b>Socioeconomically Disadvantaged</b>	2603 (99.96%)	2665 (97.8%)	2782 (98.27%)	2838 (96.67%)
<b>GATE</b>	207 (7.9%)	196 (7.2%)	187 (6.61%)	180 (6.19%)
<b>All Students</b>	2604	2724	2831	2906

\*Data obtained from CALPADS, CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

**ENROLLMENT BY LANGUAGE PROFICIENCY**

<b>Language Classification</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>English Only (EO)</b>	516 (19.8%)	551 (20.2%)	594 (20.98%)	675 (23.23%)
<b>Initially Fluent English Proficient (IFEP)</b>	323 (12.4%)	338 (12.4%)	397 (14.02%)	353 (12.15%)
<b>English Learner (EL)</b>	727 (27.9%)	794 (29.1%)	805 (28.44%)	821 (28.25%)
<b>Reclassified Fluent English Proficient (RFEP)</b>	1040 (39.9%)	1041 (38.2%)	1035 (36.56%)	1056 (36.34%)
<b>To Be Determined (TBD)</b>	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (.03%)
<b>Total Students</b>	2604	2724	2831	2906

\*Data obtained from CALPADS, CDE Dataquest: <https://dq.cde.ca.gov/dataquest/>

## **FIVE-YEAR ENROLLMENT ROLLOUT PLAN**

GRADE	2017-18	2016-17	2017-18		2018-19	2019-20	2020-21	2021-22	2022-2023
	Current Approved Charter	Actual	Actual						
TK	60	63	61		60	60	60	60	60
K	280	286	274		275	275	275	275	275
1	280	277	275		275	275	275	275	275
2	280	245	265		275	275	275	275	275
3	280	253	239		265	270	270	270	270
4	260	239	247		240	265	265	265	265
5	240	228	234		250	240	260	260	260
6	240	215	239		240	240	240	240	240
7	241	198	213		240	240	240	240	240
8	220	204	194		200	240	240	240	240
9	217	200	208		205	200	220	220	220
10	197	196	184		203	205	200	205	205
11	198	164	177		195	200	200	200	200
12	160	135	151		180	190	195	195	195
TOTAL	3153	2903	2961		3103	3175	3215	3220	3220
K-5	1680	1591	1595		1640	1660	1680	1680	1680
Middle	701	617	646		680	720	720	720	720
High	772	695	720		783	795	815	820	820

## **GOALS AND PHILOSOPHY**

- Vaughn's vision is that all graduates will be college/career ready, digitally literate and globally competent.
- The mission of Vaughn is to provide all students with an exceptional education that will enable them to be college/career ready, digitally literate, and globally competent.

## **21<sup>ST</sup> CENTURY EDUCATION**

Vaughn recognizes that to be an Educated Person in the 21<sup>st</sup> Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in a 21<sup>st</sup> Century global environment. With this in mind, Vaughn adopted a Graduate Profile that reflects these values.

All Vaughn's graduates will be:

- a) **Academically prepared** to successfully engage in post-secondary coursework and/or career.
- b) **Literate and prepared for the 21<sup>st</sup> Century with mastery of skills** essential to communication and learning both in English and in one or more languages other than English.
- c) **Proficient thinkers and problem solvers with** a capacity for mathematical analysis, scientific processing, and logical reasoning.
- d) **Aware of global dynamics with the ability to** become fully enfranchised and participatory global citizens.
- e) **Collaborative team members**, receptive to the views of others.
- f) **Effective users of technology with the ability to** use a multitude of digital tools for communication, presentation, and data analysis.

## **HOW LEARNING BEST OCCURS**

Vaughn is guided by 5 learning design principles:

- a) **Assure school readiness and a coherent program/instructional plan**– Vaughn serves a large number of economically disadvantaged students and English learners. Extensive outreach and search and find activities are implemented to offer children and their parents resources and early preparation for kindergarten and school. Our primary mission is to increase the student achievement of all learners by setting clear and focused goals that address assessed students' language and content, strengths and needs. Vaughn delivers resource-rich, standards aligned curriculum and materials. Teachers utilize an array of instructional strategies to provide access to curriculum. Systematic, explicit, intensive, differentiated instruction in reading/English, ELD, and numeracy are provided to build fluency and comprehension across the content areas. Teachers deliver formative, summative, informal and formal assessments to determine student mastery of ELD and state standards. Teachers utilize data from

assessments to monitor progress, adjust lesson plans as needed and to accommodate and plan students' content and language needs. Vaughn staff holds high expectations for student performance and behavior irrespective of socioeconomic status, language ability, disability, gender, ethnicity or race.

- b) **Maintain high quality professional preparation and support** – Vaughn has progressively demonstrated growth and improvement in retaining high-quality staff over the last 24 years. Over the years Vaughn has, and will continue its commitment to recruit talented teachers, administrators and support staff, provide induction and ongoing professional development opportunities, implement a Peer Assistance and Review System, implement a rigorous staff evaluation system with performance pay and retain a highly-qualified staff. Vaughn will continue to provide high-quality professional development and support to ensure that all teachers are knowledgeable and skilled in using strategies to make core content accessible to all learners. Vaughn teachers will be knowledgeable of cultural differences and bridge gaps between school and home, as necessary.
- c) **Establish small campuses** – Vaughn operates five campuses under one charter. The distributed smaller campuses allow for more personalization, closer relationships with students and families, smaller class sizes, tighter teacher teamwork and mentoring, better administrative oversight and quicker response to needs and changes. Administrators and staff are empowered to make decisions about school organization, instruction, supplementary services and professional development to improve student achievement.
- d) **Extend learning time** – Vaughn operates a longer school year (195-200 days) and longer school day. It offers Transition Kindergarten, full-day Kindergarten, integrated visual and performing arts time for students and team preparation time for teachers, blocked scheduling in high school and a modified traditional school calendar with extended school opportunities in summer and winter. Vaughn uses time effectively during the year to maximize in-depth learning. Vaughn will continue to offer a challenging and relevant curriculum that is coherent, rigorous, rich and meaningful. With extended learning time, all students are provided access to the full core curriculum, interventions and the arts.
- e) **Promote supportive family and community engagement** – Vaughn implements strong family and community engagement programs that build leadership capacity and value and draw upon the community to inform, support and enhance teaching and learning for all students. Families feel comfortable interacting with school personnel and are actively involved in advocating and supporting their child's school success. Vaughn partners with a large array of community agencies to provide integrated social services to students and families. Vaughn students and staff are also engaged in community service including student advisory, apprenticeship, parent focus groups and peer tutoring.

- f) **Trauma Informed Practices** - Vaughn promotes the use of Trauma Informed Practices, in particular to serve and respect the unique needs of our diverse population of learners. A large percentage of Vaughn students are considered “homeless,” while nearly 100% of students are socio-economically disadvantaged. The stressors associated with poverty and homelessness have a significant impact on learning. In order to prepare teachers and staff to understand and meet the needs of students, Vaughn has maintained an MSW, 3 school psychologists, and a robust Student Support Services team consisting of counselors, paraprofessionals, intervention teachers, and resource specialists. Vaughn’s social worker, in collaboration with the school’s Administrative team and members of the Student Support Services team, provides workshops addressing Trauma Informed Practices that have been tailored to both an elementary, middle, and high school audience. Moreover, Vaughn has partnered with LACOE to bring a Trauma Informed Practices (TIPS) training to our staff in Spring 2018.
- g) **Constructivist Teaching** – Vaughn subscribes to the theory that learning best occurs when students are actively involved in the construction of meaning and knowledge as opposed to the more traditional method of instruction whereby students are passive recipients of information. Vaughn is committed to honoring the unique set of life experiences and prior knowledge that students in our community bring to the classroom, and teachers are encouraged to activate that prior knowledge as a means of contextualizing new learning experiences to enhance student engagement and understanding.

## LCFF STATE PRIORITIES

### GOAL #1

**Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.**

Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input 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 type="checkbox"/> 3            | <input type="checkbox"/> 6            |                                       |

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

\*2 IT Specialists (Full-Time) will support technology needs for the implementation of school-wide assessments (SBAC, NWEA, etc.), and they will actively coordinate with IT assistants, faculty, and administration to service instructional technology.

\*3 full-time Intervention Teachers will work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.

\*3 Teacher Leads will continue to promote the alignments and articulation of the school-wide instructional program, will work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC, and other internal formative measures, and they will directly support teachers with classroom observations and feedback. Moreover, the teacher leads operate as instructional coaches, supporting EL program alignment and articulation school-wide.

\*The Chief Academic Officer will support the alignment of the school-wide instructional program. In collaboration with the school-wide Curriculum and Administrative teams, the CAO coordinates the development and delivery of professional development opportunities to support teachers in their efforts to implement an authentic, inclusive, CCSS aligned, and College/Career oriented program of study.

\*The Director of Operations will coordinate standardized assessments, including the scheduling of testing windows for SBAC assessments in ELA and Mathematics school-wide. The DO will coordinate with teachers, administrators, and technology personnel to account for logistics related of the CAASPP (technology labs, training of test proctors, etc.).

\*6 IT Assistants will provide service and support relative to instructional technology, including the maintenance of software and hardware systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.

\*5 Computer Lab Assistants will support students and teacher technology needs and enrichment, including the preparation, monitoring, and implementation of digital assessments (SBAC, SRI, NWEA, etc.).

\*1 Nurse and 3 Nurse Assistants will promote health and wellness for all students, will contribute to efforts designed to ensure that Vaughn maintains a high attendance rate, and will work to make certain that students are able to maximize instruction time.

\*Maintain the Extended-School-Year (ESY) session designed to support students with opportunities for credit recovery, academic remediation, enrichment, and/or acceleration.

\*1 part-time Intervention Teacher will work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.

## Mathematics & Numeracy

- \*Maintain 1 math coach for middle school (grades 6-8) and 1 math coach high school (grades 9-12). Each math coach will be afforded a protected conference hour during the instructional day in order to engage in peer coaching, observation, and reflection with secondary math teachers.
- \*Maintain 1 math intervention teacher in grades 2-3 to support targeted and timely support for students performing below grade level. Continue to develop a model to support peer coaching and collaboration in support of mathematics instruction in grades K-5.
- \*Maintenance of K-12 curriculum team, consisting of 4 coordinators, 2 lead teachers, and Vaughn's Chief Instructional Officer, to support professional development and the purposeful allocation of time to assist teachers in the development and implementation of CCSS aligned lessons, projects, and units of study that promote the integration of the Standards of Mathematical Practice (SMPs) across all grade levels.
- \*Continued training and professional development to support the implementation of the CA CCSS aligned mathematics programs (HMH Go Math in grades K-5 and Carnegie Learning in 6-1).
- \*Expansion of 1:1 Chromebook implementation in grades 4-7 and increased access to mobile devices and computer labs to support differentiation and individualized learning in mathematics.
- \*Continued alignment, implementation, and analysis of universal screeners to support vertical articulation in mathematics K-12, as well as strategic intervention, support, and potential acceleration for students.
- \*Continued alignment and analysis of objective data dashboards to promote appropriate differentiation of instruction and to provide guidance for placement of students in mathematics courses.

## English-Language Arts & Literacy

- \*Expansion of 1:1 Chromebook implementation in grades 4-7 and increased access to mobile devices and computer labs to support differentiation and individualized learning in English-Language Arts.
- \*Continued alignment, implementation, and analysis of universal screeners to support vertical articulation in English-Language Arts K-12, as well as strategic intervention, support, and potential acceleration for students.
- \*Continued alignment and analysis of objective data dashboards to promote appropriate differentiation of instruction and to provide guidance for placement of students in English-Language Arts courses.
- \*Continued training and professional development to support appropriate pacing and lesson design within the McGraw-Hill Wonders and Study Sync programs.
- \*Continued focus on writing across the curriculum via project based learning experiences and explicit teaching of the writing process across all grade levels K-12.
- \*Maintenance of K-12 curriculum team, consisting of 4 coordinators, 2 lead teachers, and Vaughn's Chief Instructional Officer, to support professional development and the purposeful allocation of time to assist teachers in the development and implementation of CCSS ELA aligned lessons, projects, and units of study that promote the integration of the CA CCSS ELA/ELD standards across all content areas.
- \*Continued implementation of the Scholastic Reading Counts program, in conjunction with the Scholastic Reading Inventory, to promote growth and support in reading at grade level across grades 2-12.
- \*Support the integration and explicit teaching of literacy within Science, History-Social Science, Mathematics, STEAM and Technical Subjects through professional development, cross-curricular project/lesson design, and the allocation of common planning time for teachers at all grade levels.
- \*Professional development to support the implementation of the Expository Reading and Writing Curriculum (ERWC) in the secondary grades (6-12), as well as use of [turnitin.com](https://www.turnitin.com) software across grades



6-12 to support the implementation of common writing assessments and timely formative feedback for students

\* Continued implementation and analysis of Vaughn's internal high school writing benchmark

\*Maintenance of 1 ELD teacher at the middle school (grades 6-8) and at the high school (grades 9-12) to serve and support Long Term English Learners with designated ELD instruction using the HMH Scholastic English 3D curriculum

\* Consistent monitoring of formative assessment data using Vaughn's internal CCSS aligned assessment system to assist with instructional differentiation, strategic grouping of students, and/or identification for intervention or acceleration

### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of students that meet or exceed standard in grades 3-8, 11 as measured by the annual SBAC in ELA, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual SBAC scores in ELA

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	42%	43%	44%	45%	46%	47%
English Learners	9%	10.5%	12%	13.5%	15%	16.5%
Socioecon. Disadv./Low Income Students	42%	43%	44%	45%	46%	47%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	11.8%	12.6%	13.4%	14.2%	15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	42%	43%	44%	45%	46%	47%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** The percentage of students that meet or exceed standard in grades 3-8, 11 as measured by the annual SBAC in Math, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual SBAC scores in Mathematics

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	31%	33%	35%	37%	39%	41%
English Learners	12%	13%	14%	15%	16%	17%
Socioecon. Disadv./Low Income Students	31%	33%	35%	37%	39%	41%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	13%	13.4%	13.8%	14.2%	14.6%	15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	31%	33%	35%	37%	39%	41%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** The percentage of students that demonstrate growth annually in ELA (Reading), as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual growth in RIT scores in Reading, as measured by the NWEA MAP

\*Note: In 2018-19, NWEA testing windows will shift to account for the potential inclusion of the SBAC Interim Assessments, and grades 3-8 and 11 will re-align annual testing windows to allow for more consistent end-of-year data analysis to inform vertical articulation efforts. This will necessitate a new Baseline score in 2018-19.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	46%	B	B+1%	B+2%	B+3%	B=4%
English Learners	42%	B	B+1%	B+2%	B+3%	B=4%
Socioecon. Disadv./Low Income Students	46%	B	B+1%	B+2%	B+3%	B=4%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	46%	B	B+1%	B+2%	B+3%	B=4%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46%	B	B+1%	B+2%	B+3%	B+4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #4:** The percentage of students that demonstrate growth annually in ELA (Language ), as measured by Vaughn’s internal CCSS aligned assessment system, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual growth in RIT scores in Language, as measured by the NWEA MAP

\*Note: In 2018-19, NWEA testing windows will shift to account for the potential inclusion of the SBAC Interim Assessments, and grades 3-8 and 11 will re-align annual testing windows to allow for more consistent end-of-year data analysis to inform vertical articulation efforts. This will necessitate a new Baseline score in 2018-19.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	46%	B	B+1%	B+2%	B+3%	B+4%
English Learners	35%	B	B+1%	B+2%	B+3%	B+4%
Socioecon. Disadv./Low Income Students	46%	B	B+1%	B+2%	B+3%	B+4%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	33%	B	B+1%	B+2%	B+3%	B+4%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46%	B	B+1%	B+2%	B+3%	B+4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #5:** The percentage of students that demonstrate growth annually in Math, as measured by Vaughn’s internal CCSS aligned assessment system, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual growth in RIT scores in Mathematics, as measured by the NWEA MAP

\*Note: In 2018-19, NWEA testing windows will shift to account for the potential inclusion of the SBAC Interim Assessments, and grades 3-8 and 11 will re-align annual testing windows to allow for more consistent end-of-year data analysis to inform vertical articulation efforts. This will necessitate a new Baseline score in 2018-19.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	49%	B	B+1%	B+2%	B+3%	B+4%
English Learners	40%	B	B+1%	B+2%	B+3%	B+4%
Socioecon. Disadv./Low Income Students	49%	B	B+1%	B+2%	B+3%	B+4%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	39%	B	B+1%	B+2%	B+3%	B+4%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	49%	B	B+1%	B+2%	B+3%	B+4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
<b>Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts for all limited-English proficient students.</b>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"> <b>Related State Priorities:</b>  <input type="checkbox"/> 1      <input checked="" type="checkbox"/> 4      <input type="checkbox"/> 7  <input type="checkbox"/> 2      <input type="checkbox"/> 5      <input checked="" type="checkbox"/> 8  <input type="checkbox"/> 3      <input type="checkbox"/> 6         </div> <div> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>
Specific Annual Actions to Achieve Goal	
<p>*3 full-time Intervention Teachers will work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.</p> <p>*1 part-time Intervention Teacher will work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.</p> <p>*3 Teacher Leads will continue to promote the alignments and articulation of the school-wide instructional program, will work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC, and other internal formative measures, and they will directly support teachers with classroom observations and feedback. Moreover, the teacher leads operate as instructional coaches, supporting EL program alignment and articulation school-wide.</p> <p>*The Chief Academic Officer will support the alignment of the school-wide instructional program. In collaboration with the school-wide Curriculum and Administrative teams, the CAO coordinates the development and delivery of professional development opportunities to support teachers in their efforts to implement an authentic, inclusive, CCSS aligned, and College/Career oriented program of study.</p> <p>*9 Teacher Assistants will support early literacy development at the TK/K levels of primary education.</p> <p>*The NWEA MAP assessment will continue to serve as a formative measure to identify students in need of literacy intervention(s) and to monitor the progress of English Learners in ELA and Mathematics.</p> <p>*4 library assistants will continue to staff multiple on-campus library facilities to support students in the acquisition of reading and literacy skills. These individuals also ensure access to text for consumption in the home, at school, and digitally.</p> <p>*Implement staff development to support faculty and staff in the service of Vaughn students, in particular targeting areas related to differentiation of instruction, instructional strategies designed to support English Language Development and English Learners at all levels, Project Based Learning and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.</p> <p>*Maintain a dedicated EL Coordinator to support systems for monitoring and working to aligning instruction in ELD for English Learners at all levels</p> <p>*Dedicated daily integrated core and designated ELD block across all grade levels</p> <p>*Implementation of the HMH Scholastic English 3D program to support intensive ELD instruction for upper elementary "at risk" EL students</p> <p>*Monitoring and consistent analysis of universal screeners and performance in core ELA class to support EL students</p> <p>*Dedicated planning time for teachers to engage in collaborative lesson development and pacing relative to the implementation of the designated ELD block and the core integrated ELD/ELA program</p>	

- \*Frequent monitoring of EL students' performance indicators via data dashboards K-12
- \*English Learners in grades 4-12 provided with Wi-Fi enabled personal laptop computers to support in-class and at-home learning
- \*Maintenance of ELD coach at middle and high school to support long term English Learners
- \*Multiple opportunities for parents to participate in school-sponsored forums focusing on ELD instructional support for English Learners, state testing (CELDT), etc.
- \*After school tutoring to support language development for English Learners
- \*Analysis of universal screeners and objective indicators of student performance in ELA/ELD by members of the extended curriculum team, lead teachers, and core teachers
- \*Maintenance of an English Learner sub-committee within the Curriculum and Instruction Governance committee at Vaughn to support vertical program alignment, appropriately and timely analysis of data, and the implementation of support and intervention for students in program
- \*Focus on professional development to support implementation of student centered cooperative learning and to provide frequent opportunities for the development of oral communication skills supported by sentence framing and other language scaffolds

#### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of English-Learners who reclassify as English Proficient will increase the majority of the years of the charter.

**Metric/Method for Measuring:** EL Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	14.9%	17%	18.5%	20%	21.5%	23%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** The percentage of Long Term English Learners who demonstrate adequate progress on the ELPAC will increase the majority of the years of the charter.

**Metric/Method for Measuring:** The 2017-18 administration of the newly adopted ELPAC assessment will serve as the benchmark.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	*	*	*	*	*
English Learners		B	B+1%	B+2%	B+3%	B+4%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** The percentage of English Learners who increase at least one performance level each academic year, as measured by the CELDT/ELPAC or Vaughn's CCSS aligned internal assessment system in ELA, will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Measureable increase of at least one performance level as measured by the ELPAC, or measureable increase of at least one performance band as measured by the NWEA MAP assessments in Reading and Language

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	41%	B	B+1%	B+2%	B+3%	B+4%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

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



GOAL #3	
<b>Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21<sup>st</sup> century skills necessary to succeed in life, college, and career.</b>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1</span> <span><input checked="" type="checkbox"/> 4</span> <span><input checked="" type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> 2</span> <span><input checked="" type="checkbox"/> 5</span> <span><input checked="" type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	
<p>*1 College Adviser will provide students support relative to A-G course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.</p> <p>*3 Data Personnel (Full-Time) will maintain the school-wide Student Information System and will manage the timely and accurate reporting of CALPADS data (Graduation Rate, A-G Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and “on-track” graduation status for high-school students.</p> <p>*The Chief Academic Officer promotes the alignment of the school-wide instructional program. In addition, the CAO collaborates with the faculty, staff, and administration at grades 9-12 to ensure that A-G approved courses (including Advanced Placement courses, College and Career Pathway courses in Engineering and Biomedical Science, and a robust series of elective course options) are available to students.</p> <p>*4 library assistants will continue to staff multiple on-campus library facilities to support students in the acquisition of reading and literacy skills. These individuals also ensure access to text for consumption in the home, at school, and digitally.</p> <p>*1 Case Manager will serve an integral role in the SST (Student Study Team) process and will coordinate regularly with faculty, staff, and families to support the implementation of the RTI model</p> <p>*Maintain the Extended-School-Year (ESY) session designed to support students with opportunities for credit recovery, academic remediation, enrichment, and/or acceleration.</p> <p>*Provide funding to support college/career exploration, university tours, and fees associated with student certifications or exams.</p> <p>Provide funding to support field excursions in support of authentic student learning experiences, particularly those connected to 21<sup>st</sup> century college/career fields of study and work.</p> <p>*Maintenance of the "I'm Going to College" program at the upper elementary</p> <p>*Frequent school-sponsored college tours for students at the secondary grades 6-12</p> <p>*Implementation of parent forums focused on college and career readiness, the CA university system, college application process, financial aid, etc.</p> <p>*Continued relationship with ISSN/Asia Society to support instructional coaching and professional development in Project Based Learning and the development of authentic, relevant and globally significant units of study</p>	

- \*1:1 Chromebook initiative at grades 4-7, as well as professional development for teachers focused upon online collaborative learning and assessment
- \*Professional development focused upon differentiation through the integration of technology
- \*Universal exposure to STEAM programs for all K-5 students, including Engineering, Coding, Health Sciences, and NGSS
- \*Universal Access for secondary students to explore career pathways in Engineering and Biomedical Science, as well as open electives in high-demand technical fields such as computer science, robotics, and digital media arts
- \*Open access and equal opportunity for all high school students to enroll in AP course
- \*Flexible scheduling of student/parent conferences to accommodate parent/guardian availability
- \*Maintenance of a college adviser, as well as 2 counselors, at high school level
- \*Maintenance of 2 counselors and 1 Dean of School Culture at the middle school level
- \*Professional development and collaborative planning time to support the continued implementation and development of Vaughn's Graduate Performance System (Graduate Portfolio) in grades 9-12, as well as the maintenance of dedicated time within the high school Advisory program for students to engage in written reflection and digital portfolio development
- \*Extended school-year (ESY) and summer school opportunities for credit recovery at the high school, and enrichment/extended instruction for students in grades K-8.

#### Expected Annual Measurable Outcomes

**Outcome #1:** Vaughn's High School graduation rate will be maintained at 90% or greater annually.

**Metric/Method for Measuring:** 4-year cohort graduation rate

Graduation data in baseline column reflects graduating class of 2016

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	97.6%	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	97.6%	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	97.6%	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

**Expected Annual Measurable Outcomes**

**Outcome #1:** Vaughn’s High School graduation rate will be maintained at 90% or greater annually.

**Metric/Method for Measuring:** 4-year cohort graduation rate

Graduation data in baseline column reflects graduating class of 2016

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** The percentage of Vaughn’s High School graduates who complete the “A-G” requirements will increase the majority of the years of the charter.

**Metric/Method for Measuring:** “A-G” Completion Rate

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	67.2%	68.5%	70%	71.5%	73%	74.5%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	67.2%	68.5%	70%	71.5%	73%	74.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	67.2%	68.5%	70%	71.5%	73%	74.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** The percentage of students who demonstrate that they are “Ready” or “Conditionally Ready” to meet the College Readiness Standards, as measured by the 11<sup>th</sup> grade Early Assessment Program (EAP) in ELA, will increase the majority of the years of the charter.

**Metric/Method for Measuring:**

Note: The Baseline score for this metric consists of an average of the Ready/Conditionally Ready scores associated with the 11<sup>th</sup> grade EAP scores, as measured by the SBAC, in ELA for 2014-15, 2015-16, and 2016-17.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	68%	69.5%	71%	72.5%	74%	75.5%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	68%	69.5%	71%	72.5%	74%	75.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	68%	69.5%	71%	72.5%	74%	75.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #4:** The percentage of students who demonstrate that they are “Ready” or “Conditionally Ready” to meet the College Readiness Standards, as measured by the 11<sup>th</sup> grade EAP in Mathematics, will increase the majority of the years of the charter.

**Metric/Method for Measuring:**

Note: The Baseline score for this metric consists of an average of the Ready/Conditionally Ready scores associated with the 11<sup>th</sup> grade EAP scores, as measured by the SBAC in Math, for 2014-15, 2015-16, and 2016-17.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	28%	29.5%	31%	32.5%	34%	35.5%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	28%	29.5%	31%	32.5%	34%	35.5%

Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28%	29.5%	31%	32.5%	34%	35.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #5:** At least 90% of Vaughn graduates will be accepted into institutions of higher learning based on college acceptance notification.

**Metric/Method for Measuring:** Verification of college acceptance notification

\*Note: Vaughn is currently working toward establishing a consistent system for tracking graduates, reliably, post high school graduation.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	99%	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	99%	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	99%	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #6:** The percentage of AP exam takers with a qualifying score of “3” or higher will increase the majority of the years of the charter.

**Metric/Method for Measuring:** Annual Number of Students Passing AP Exam with a Qualifying Score of 3 or Higher

\*Baseline score data reflects the results of the Spring 2016 College Board AP Exam Administration. Spring 2017 AP exam scores are not yet available.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	41.9%	42.5%	43%	43.5%	44%	44.5%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	41.9%	42.5%	43%	43.5%	44%	44.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	41.9%	42.5%	43%	43.5%	44%	44.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #7:** The percentage of parents/guardians participating in student/parent conferences K-12 will be maintained at 90% or greater annually.

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	90%	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	90%	≥90%	≥90%	≥90%	≥90%	≥90%
Socioecon. Disadv./Low Income Students	90%	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	90%	≥90%	≥90%	≥90%	≥90%	≥90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	90%	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4	
<b>Vaughn Next Century Learning Center will cultivate a positive school culture and system of supports for student personal and academic growth.</b>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <input type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7  <input type="checkbox"/> 2      <input checked="" type="checkbox"/> 5      <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 3      <input checked="" type="checkbox"/> 6         </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>
Specific Annual Actions to Achieve Goal	
<p>*1 Case Manager will serve an integral role in the SST (Student Study Team) process and will coordinate regularly with faculty, staff, and families to support the implementation of the RTI model</p> <p>*1 School Psychologist will serve as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.</p> <p>*1 Middle School Counselor will provide social-emotional guidance and support for students and will coordinate regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.</p> <p>*1 Middle School Dean will support the development and implementation of restorative practices, the School-Wide Positive Behavior Support Plan, and will promote a positive and inclusive school culture and climate.</p> <p>*3 Security Staff will support and maintain a safe school environment.</p> <p>*1 Middle School Physical Education Teacher will support the “whole student,” will promote physical and mental wellness, and will collaborate with families and the community to reduce common sources of stress experienced by students.</p> <p>*2 Case Manager Assistants will support the Case Manager in the SST (Student Study Team) process and will coordinate with families to ensure implementation of the RTI model.</p> <p>*2 Counselor Assistants will support the elementary counseling team, will provide social-emotional guidance for students, and will communicate/collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.</p> <p>*4 Behavior Assistants will support the efforts of the Student Support Services team, will promote restorative practices, and will encourage a positive school culture and climate.</p> <p>*1 Elementary Counselor will provide social-emotional guidance and support for students and will coordinate regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.</p> <p>*1 Nurse and 3 Nurse Assistants will promote health and wellness for all students, will contribute to efforts designed to ensure that Vaughn maintains a high attendance rate, and will work to make certain that students are able to maximize instruction time.</p> <p>*28 Campus Aides will provide supervision assistance throughout the school-day, serving as both caretakers of school facilities and monitors of student behavior.</p> <p>*Addition of 1 counselor to TK-5 to provide emotional and academic support for students</p> <p>*Maintenance of 1 MSW to support students and families</p>	



\*Development and implementation of school-wide stakeholder survey to assess needs, areas of strength and opportunities for growth relative to Vaughn’s instructional program, school climate and culture, and school safety

\*Continue to implement PBIS training and program development school wide

\*Maintenance of family/community center coordinator to support parent workshops, community outreach, and to connect families with local agencies and “wrap-around” services

\*Professional development to support positive behavior support strategies

\*Home visits at the beginning and middle of the school year, school wide

### Expected Annual Measurable Outcomes

**Outcome #1:** Annual school-wide attendance will be maintained at 97% or greater as measured by state-defined average daily attendance procedures.

**Metric/Method for Measuring:** Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	97.76%	≥97%	≥97%	≥97%	≥97%	≥97%
English Learners	98.10%	≥97%	≥97%	≥97%	≥97%	≥97%
Socioecon. Disadv./Low Income Students	97.76%	≥97%	≥97%	≥97%	≥97%	≥97%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	97.85%	≥97%	≥97%	≥97%	≥97%	≥97%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	97.76%	≥97%	≥97%	≥97%	≥97%	≥97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** The suspension and expulsion rate, as a percentage of enrolled students, will be maintained at 2% or less annually.

**Metric/Method for Measuring:** Annual Suspension/Expulsion Rate

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	0.8%	≤1%	≤1%	≤1%	≤1%	≤%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0.8%	≤2%	≤2%	≤2%	≤2%	≤2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.8%	≤2%	≤2%	≤2%	≤2%	≤2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #5	
<b>Vaughn Next Century Learning Center will provide and maintain Basic Services for all students and schools.</b>	<b>Related State Priorities:</b> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<p>*The Assets Manager will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignments of teachers. (Basic Services: Appropriate Assignment of Highly Qualified Teachers)</p> <p>*3 Security Staff will maintain a safe school environment and monitor school facilities to ensure the safe-keeping of classrooms, offices, and other resources. (Basic Services: Maintain Facilities in Good Repair)</p> <p>*The Director of Operations will ensure that personnel are deployed to appropriately and effectively monitor, secure, and maintain Vaughn facilities. Moreover, the DO will coordinate with school site administrators to appropriately assign staff tasked with supporting the management of supplies and instructional materials. (Basic Services: Maintain Facilities in Good Repair &amp; Provide Pupils with Access to Standards Aligned Instructional Materials)</p> <p>*The Chief Academic Officer, in collaboration with teachers, governance committees, school site administration, and other stakeholders, will ensure that all students are provided with access to standards aligned instructional materials. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials)</p> <p>*3 Data Personnel will oversee the Student Information System (SIS), as well as the timely and accurate reporting of teacher assignments to CALPADS. (Basic Services: Appropriate Assignment of Highly Qualified Teachers)</p> <p>*Funding for instructional, maintenance, and custodial supplies to support the instructional program and the daily operations of the school. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials &amp; Maintain Facilities in Good Repair)</p> <p>*Purchase of Technology/Equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments, and opportunities to gain exposure to (and experience with) 21<sup>st</sup> century digital literacy. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials &amp; Maintain Facilities in Good Repair)</p> <p>*28 Campus Aides will provide supervision assistance throughout the school-day, serving as both caretakers of school facilities and monitors of student behavior.</p>

Expected Annual Measurable Outcomes
<b>Outcome #1:</b> 100% of teachers will be highly qualified. (Basic Services 1)

Expected Annual Measurable Outcomes						
<b>Metric/Method for Measuring:</b> Teacher Certification and appropriate placement per ESEA						
Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
100%	100%	100%	100%	100%	100%	
<b>Outcome 2:</b> Classified personnel will be 100% compliant in maintaining career-track requirements. (Basic Services 2)						
<b>Metric/Method for Measuring:</b> Percentage of Classified Personnel Maintaining Career-Track Requirements						
Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
100%	100%	100%	100%	100%	100%	
<b>Outcome #3:</b> Vaughn NCLC will remain 100% compliant in providing pupils with access to standards aligned instructional materials. (Basic Services 3)						
<b>Metric/Method for Measuring:</b> Percentage of Students provided with Standards-Based Instructional Materials by Meeting Williams Act Requirements (Per SARC Report)						
Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
100%	100%	100%	100%	100%	100%	
<b>Outcome #4:</b> Vaughn NCLC will maintain 100% of Vaughn owned facilities in good or excellent repair. (Basic Services 4)						
<b>Metric/Method for Measuring:</b> Facilities maintained and in good repair per SARC Report						
Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
100%	100%	100%	100%	100%	100%	

## **STUDENTS AS SELF MOTIVATED, COMPETENT, LIFE-LONG LEARNERS**

### **Parent and Home Support**

Parent/Family involvement is a priority for our school, as we recognize the value of parent involvement on student performance, in particular for English learners and students that are socioeconomically disadvantaged. Vaughn teachers, support staff, and administrators conduct home visits at least twice annually, both at the start of the school-year and upon returning for the Spring semester. Faculty and staff form teams, engage in data analysis (both anecdotal and qualitative), and work to determine which students to visit. This has allowed teachers to connect with families and students in a setting outside of the school in order to build relationships. It has also served as a powerful tool in order to help teachers develop community awareness. The preschool program provides home- literacy kits to parents as a means of providing additional resources in support of early literacy. Parent Forums, held monthly, also help families learn how to better support their students at Vaughn. Phone blast messaging also keeps parents updated on important school events. Monthly newsletters are sent home by each site director in order to keep parents abreast of school activities. Parenting classes and adult literacy classes create an additional level of engagement with school culture. We have recently opened our Vaughn Family and Community Education and Technology (FACET) facility, which serves as a hub for our parents and members of the community to hold classes and seek out resources. Furthermore, Vaughn hired a Licensed Clinical Social Worker in 2015 in order to serve as a liaison for our families who demonstrate additional specialized needs.

Secondary (middle and high school), assists these parents by holding special orientation meetings (for both parents and students) prior to school starting, as well as a culmination requirement meeting, special homepages, emails, Daily Check for struggling students, and Home- Aeries (Grading System) access. Student led conferences also serve to engage students, parents and teachers in the educational process.

### **Resources for Students**

Vaughn provides resources beyond textbooks and the classroom through additional instruction and learning activities, which include:

- **Music Program (6-12)** - The music program is designed to enhance the musical intelligence of the student body while reinforcing positive attitudes that benefit every area of study. We currently have two full-time music teachers. Students are taught all aspects of creating and performing vocal music, including rhythm, pitch and sight-singing skills. Higher-order thinking is consistently involved as students are asked to apply basic music skills in performance and study of new vocal literature. Students are encouraged to link the discipline of music to the greater need to remain focused in their core studies. At the K-3 level, students are exposed to music as a part of the enrichment program during the school day. Additionally, the formation of an elementary grade-level choir allows motivated and gifted musicians and singers a forum to develop recital and performance skills. A partnership with

Kadima Music Conservatory provides elementary students grades 2-5 with opportunities to play instruments and develop recital and performance skills.

- **Library Resources** – we currently have four libraries (one at the Primary Center, one at the G3 Campus, one at the Main Campus, and the other at VISA). We have one full-time librarian and three library assistants who collectively are responsible for organizing and stocking the library with references, literature, source materials, etc. They also read to children, help students check out books and assist students with research.
- **Media and Technology**- we currently have computer labs and or access to mobile devices (i.e. Chromebooks, iPads) at all campuses (Pandaland, G3, Mainland, MIT and VISA) with personnel to monitor and assist students with access and development of technology skills. There are additional ancillary labs available for teachers to use. Digital Literacy is promoted K-12 through a variety of STEAM oriented programs offered during and after school, including robotics, coding, digital media arts, and engineering. A fully staffed IT department is available to support students and teachers with technology troubleshooting at all campuses.

### **Experiential Learning**

- **Field Experiences** - In addition to all of the above, students at Vaughn have field experiences. Each grade level is budgeted approximately two field trips each year, and with partners such as YPI, we often get grants for buses and funds to allow for more than two field trips. Elementary grade-level teachers and secondary departments research places of interest that are aligned with instruction and proceed to schedule their selected trips. Additional opportunities that are held annually include: a one week Los Angeles County Outdoor Science School for fifth graders, and several trips to California State University Northridge by fourth graders and their families through the I'm Going to College Program. The learning process includes pre-visit preparation and research and post-visit review and extension activities. The Los Angeles County Outdoor Science School and I'm Going to College programs all have a curriculum with objectives that prepare students previous to, through and after the visit. At the secondary level, school sponsored university tours provide students with exposure to higher educational institutions in the state of California. A partnership with the Los Angeles World Affairs Council provides high school students with opportunities to engage with world leaders in intimate settings in order to expand their world knowledge.
- **International Exchange** - Vaughn has partnerships with schools in Wuhan, Shanghai, and Beijing, China which allow for students from these areas to visit and spend the week with Vaughn students here in Los Angeles. In exchange, our Chinese partners, along with support from the Asia Society, help us to send a number of high school students to school in China for a week every year. These exchanges further develop our students' awareness of another culture and an appreciation for the ways they view the world and approach learning.

## **INSTRUCTIONAL DESIGN**

Vaughn's overall curricular and instructional design ensures that all students are involved in challenging learning experiences by implementing the following practices:

### **Alignment of Instruction with Content Standards**

The foundation for rigorous instruction is the use of appropriate materials and consistent monitoring. For this reason, Vaughn uses state-adopted materials and resources, and follows the California state-developed curricular framework. In addition, all grades work together to develop and monitor instructional pacing plans to assure that all "essential standards" at the center of teaching and learning. Understanding by Design (UBD), as well as consistent articulation between teachers, assures that assessment is aligned with Common Core standards. In addition, the school makes use of data dashboards as well as data teams to assure that all students have access to the curriculum.

### **Understanding by Design**

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise effective formative and summative assessments, and craft engaging and authentic learning activities, projects, and performance tasks. Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key ideas:

- \* A primary goal of education should be the development and deepening of student understanding.
- \* Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
- \* Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments/projects designed.
- \* Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek and study feedback from students to inform lesson design and development.
- \* Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

Vaughn teachers receive ongoing professional development in unit/lesson design within the UbD framework. Teachers determine Essential Understandings, Questions, Skills, Knowledge, and

Priority Standards as they work to continually development engaging, authentic, and relevant CCSS aligned units of study.

### **Globally Focused Curriculum**

Results of international comparative studies show that global competency is a vital 21<sup>st</sup> century skill. In order to effectively engage in a democratic society, people must be knowledgeable about global issues and should participate in society as informed citizens.

Vaughn, in partnership with Asia Society's Partnership for Global Learning and the International Studies Schools Network (ISSN), has developed a Graduate Portfolio designed to serve as a conduit for students to engage in reflection and to demonstrate growth as global citizens over the course of their education, in particular throughout grades 6-12. Supported by CCSS aligned rubrics measuring progress in the four major Global Leadership Performance Outcomes (GLPOs), teachers are able to guide students, throughout the advisory program and within the core curriculum, toward attaining the knowledge, skills, and dispositions required for success in the 21<sup>st</sup> century.

At the elementary levels (TK-5), all students will be exposed to global competency with a focus on recognizing and respecting different perspectives and investigating the world through a variety of project based, standards aligned, authentic learning tasks and projects. Thinking globally and acting locally within the community will serve as a theme across all elementary grades, and students will be afforded opportunities to engage in this work in multiple contexts and content areas.

At the middle school level (6-8), students will begin to explore the concepts of taking action and communicating ideas on a deeper level. Students will begin to build their digital Graduate Portfolios by grade 6, and students will maintain and add to this Portfolio throughout the remainder of middle and high school. Teachers at middle school will particularly invest time in the development and implementation of authentic, project based, cross-curricular projects and units of study that incorporate uniquely engaging and culturally learning experiences.

High school students (9-12) will be provided with consistent opportunities to explore global topics in depth through various content disciplines. Units of study, individual lessons, and project-based learning experiences will encourage students to investigate the world through responsible digital research, to recognize and explore different perspectives through dialogue and discourse, to communicate ideas using digital media, artistic expression, and effective oral communication skills, and, finally, to take action to enact meaningful change in addressing local and/or globally significant issues.

Vaughn has committed to building internal capacity, in support of the integration of global competency within and throughout the core curriculum, by partnership with the Asia Society and ISSN to provide instructional coaching and mentorship a significant number of innovative teachers and curriculum leads at all grade levels K-12.



## **Cooperative Learning**

Research has consistently shown that students learn best when they are fully engaged. Therefore, Vaughn focuses on ensuring that lesson design includes frequent opportunities for students to work within cooperative groups. Cooperative learning structures, supported by professional development provided in partnership with Kagan Cooperative Learning, foster academic language development, content acquisition and retention, and active student engagement in the classroom. Students are explicitly taught how to offer and receive quality constructive feedback, how to communicate opinions or points-of-view, and how to engage in dialogue and discourse.

## **Extended Learning Time**

Since the beginning of our charter, Vaughn has worked to ensure that our students have increased instructional time and more time in school when compared with students from traditionally high-performing schools, both in the U.S. and abroad. With the use of Extended School Year (ESY) days, our students have an increased instructional calendar; from 180 to 195 days in grades PK -12<sup>th</sup> grade. In addition, four of our preschool classes are full day, and all kindergarten classes are full day. Middle school has a before school Expanded Learning Program and Saturday Academic Support. Our high school classes include six periods with modified block scheduling, a daily advisory period, bi weekly academic enrichment and support/intervention through a 7<sup>th</sup> period, and community college classes available on campus to students each semester.

## **Multiple Access Points to Learning**

Vaughn seeks to provide each student with connections to curriculum that build upon the diverse array of student interests and strengths. For this reason, students are organized with various forms and flexible groupings that are not only based on academic needs, but on student choice and interests as well. A great deal of work has been done over recent years to adopt and implement Project Based Learning (PBL), which helps students develop deeper connections with content through more relevant learning activities. Expeditionary learning, field studies, curricular trips, hands-on simulations, as well as lab work allow more ways that students can tap into learning. For struggling students, we want to consider not only their academic needs but also their socio-emotional make-up as unique individuals, and for this reason we have many means of providing intervention school-wide, including afterschool tutoring, push-in and pull-out remediation by certified resource teachers. The arts and foreign languages, including music, choir and theater, draw students into the culture of the school while providing instruction as well as habits of mind which will increase chances that students will be engaged with school and feel that school is a place of success for them.

## Special Focus for Each Grade Span

<p style="text-align: center;">All Primary Grades Strong Foundation</p> <ul style="list-style-type: none"> <li>• School-wide use of McGraw-Hill CA CCSS ELA/ELD program</li> <li>• School-wide use of the Houghton Mifflin Harcourt Go Math CA CCSS Math program</li> <li>• Explicit academic language and vocabulary development</li> <li>• Daily designated ELD for all English Learners</li> <li>• Dual content and language objectives emphasized across all disciplines</li> <li>• Scholastic Reading Counts and Scholastic Reading Inventory for Lexile tracking</li> <li>• Use of Thinking Maps (Concept Organizers)</li> <li>• Strategic grade-level instructional teaming</li> <li>• Understanding by Design and Project Based Learning</li> <li>• Learning centers, intervention, and support for students with special needs</li> <li>• Technology integration supported by dedicated computer labs, iPads, Chromebooks</li> <li>• Word walls and thematic focus walls to provide a supportive learning environment</li> <li>• Exposure to the arts and humanities (theater, drama, music, art)</li> <li>• Dedicated common planning time to foster teacher collaboration in unit/lesson design, project development, and reflection</li> <li>• After-school tutoring programs</li> <li>• STEAM learning labs at each elementary campus supported by curriculum from Code.org, Engineering is Elementary, and Lego Robotics</li> </ul>		
<p style="text-align: center;">Pandaland, Grades PK-1<sup>st</sup></p> <ul style="list-style-type: none"> <li>-Active learning through play</li> <li>-STEAM Lab</li> <li>-Early coding and computer programming to support problem solving and mathematical thinking</li> <li>-Emphasis on the Engineering Design Process to support creativity, innovation, and critical thinking</li> <li>-Use of manipulatives</li> <li>-Music &amp; Movement program</li> <li>-Librarian assistant for read-aloud</li> </ul>	<p style="text-align: center;">G3, Grades 2 &amp; 3</p> <ul style="list-style-type: none"> <li>-Open-classroom structure to support teacher teaming</li> <li>-STEAM Lab</li> <li>-Coding applied to robotics and to support the development of logical thinking</li> <li>-Integration of NGSS aligned science and CC aligned Math and ELA via the Engineering is Elementary curriculum</li> <li>-Daily blended learning program in computer lab</li> <li>-Mad Science</li> <li>-Reading incentive program</li> </ul>	<p style="text-align: center;">Mainland, Grades 4 &amp; 5</p> <ul style="list-style-type: none"> <li>-Read 180, System 44 Labs</li> <li>-STEAM Lab</li> <li>-1:1 Chromebooks to support digital literacy and student engagement</li> <li>-Continued progression of coding, robotics, and engineering in a hands-on, application based learning environment</li> <li>-Enrichment via physical education, theater and music</li> <li>-Reading Incentive Program</li> <li>-Mad Science</li> </ul>

Middle School (M.I.T) – Grades 6-8  
Content Acquisition

- Integration of content disciplines (i.e. Humanities through ELA and History-Social Science and STEM through Science and Mathematics)
- Integration of ELD standards and dual content and language objectives in all subjects
- Designated ELD program (Scholastic English 3D) for all English Learners
- Tier 2 and Tier 3 supports include learning centers, co-teaching teams, and intervention programs for students with special needs or students performing below grade level
- Music program (Band, Orchestra) open to all students, including opportunities to participate/compete in annual concerts and festivals
- School culture supported by Habits of Mind, Leadership Development, and Restorative Practices
- 1:1 Chromebooks for grades 6 and 7 and access to mobile media carts and dedicated computer labs for all students grades 6-8 to promote digital literacy and to provide engaging learning activities in a digital space
- Honors courses available for students
- Experiential learning via curriculum oriented field trips
- Data-driven instruction using multiple objective data sets to inform classroom teaching, to identify students in need of additional support/intervention, and to evaluate and respond to trends in student performance
- Elective courses in Digital-Media Arts, Engineering, Robotics, Biomedical Science, Music, and Spanish Language available to all students

High School (VISA) – Grades 9-12  
College and Career Ready

- Special emphasis on Project Based Learning and Globally Focused Units of Study using the UbD process
- 4-year career pathways in Engineering and Biomedical Science
- Elective courses in digital-media arts, drama, journalism, computer science, robotics, and music
- 2-years required world language (Mandarin or Spanish for Spanish Speakers) with 4-year program offered to all students
- Writing Program partnered with support from CSUN, ERWC: Expository Reading and Writing
- Graduate portfolio development and defense as graduation requirement
- Developing Out-of-School Learning and Internships Opportunities
- Laptop carts and dedicated computer labs for to support instruction
- College classes, partnered with L.A. Mission College
- Traditional and Non-Traditional Sports
- Music Program, Orchestra, Symphony, Concert Band, Choir
- Thinking Maps (Concept Organizers)
- Learning Centers and Learning Labs for students with special needs
- Competitive Sports Program: Minimum GPA required

## **CURRICULUM AND INSTRUCTION**

Vaughn seeks to prepare all students to master grade level standards, think critically, and be ready for post-secondary learning in college and career. VNCLC has developed an academic curriculum based on the CA Common Core State Standards, the Next Generation Science Standards, the California State content standards, and adherence to the CA Curriculum Frameworks. In addition, Vaughn incorporates 21st century skills, collaborative learning, and technology integration at all campuses.

### **Mathematics**

During the 2013-14 school year, VNCLC began evaluating CA state approved Common Core aligned Math curriculum for all levels K-12. As part of this process, Vaughn teachers and administrators attended a LACOE sponsored instructional materials fair, studied the CA state approved curriculum offered by several vendors, invited specific vendors to present curriculum to the VNCLC Curriculum Committee and elementary/secondary faculties, and engaged in a selection process to determine the best possible option for Vaughn's instructional program. As a result, Vaughn's Curriculum Committee opted to adopt the Houghton-Mifflin Go Math series for K-5, and the Carnegie Learning Curriculum for grades 6-12.

Intervention, enrichment, and differentiation are beneficial for increasing student learning. Therefore, at the elementary levels (TK-5) DreamBox, an online adaptive program that supports common core mathematics instruction, is used to address individual students' needs. At the secondary level, Mathia and Cognitive Tutor are used within the Carnegie curriculum to appropriately differentiate instruction. Moreover, a Math Development course at both the middle and high school levels provides an additional opportunity for targeted intervention. Two Math teachers, one serving grades 6-8 and one serving grades 9-12, have been assigned a dedicated coaching period designed to allow time for strategic assistance, reflection, and observation. Data Dashboards that include both formative and summative assessment data, as well as other objective indicators, are compiled and reviewed frequently in order to guide course placement decisions.

### **English Language Arts/English Language Development**

In order to assist students in achieving the academic standards and Global Leadership Performance Outcomes/ESLRs, as outlined in PAR policy, teachers are able visit each other's classrooms and observe their colleagues using a variety of instructional strategies. Additionally, in 2014-2015 our school wide PDs consisted of strategies on how to build academic vocabulary through sentence framing, understanding and implementing Tiered vocabulary, understanding the new ELD descriptors, and creating lessons using Project Based Learning. Assignments and performance tasks are built on prior skills and knowledge and encourage students to draw from their personal experiences. In Spring 2016, Vaughn's Curriculum Committee opted to adopt the McGraw-Hill California Wonders for TK-5 and McGraw Hill Study Sync for the middle school.

Pandaland, Grades K-1<sup>st</sup>

- Centers, interest areas (i.e. block building, dramatic play)

- Use of manipulatives
- Music & Movement
- Librarian Assistant For Read-Aloud
- Spelling Bee
- ELD blended with connections to English Language Arts
- Intervention Labs
- Physical Education

#### G3, Grades 2<sup>nd</sup> & 3<sup>rd</sup>

- Open-classroom structure for teaming
- Daily blended learning program in computer lab
- ELD blended with connections to English Language Arts
- Spelling Bee
- Mad Science
- Reading Incentive Program
- Music Classes

#### Mainland, Grades 4 & 5

- Read 180, System 44 Labs
- ELD blended with connections to Science and Social Studies Curriculum
- Dedicated Science Teacher for 5<sup>th</sup> Grade
- Theater Teachers for Language, Vocabulary Enrichment
- Choir
- Reading Incentive Program
- Mad Science

#### Elementary ELD/ELA Program

All elementary grades have a daily block of time which is dedicated for ELA instruction, and students are grouped by ELA levels based on diagnostic assessments and universal screeners. These assessments also provide several diagnostic tools to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement.

English Language Development is supported with focused, integrated ELD/ELA instruction in accordance with the CA CCSS aligned ELD/ELA Framework and standards. EL students are scheduled into a designated ELD block of time daily. While McGraw-Hill Wonders designated ELD component is primarily used to support English Learners and provide a “bridge” to the core curriculum, the HMH Scholastic English 3D program is utilized in the upper elementary grades (4-5) to support EL students that demonstrate a need for more intensive intervention.

## **Secondary ELD/ELA Program**

Targeted support is offered through the English 3D program at the secondary (grades 6-12) for our “At-Risk” English Learners and Long Term English Learners. Students receive support in writing, reading, speaking, and listening skills through a full-year designated ELD course (English 3D) offered at both the middle and high school.

Research shows students need to read within their respective zones of proximal development in order to progress in reading. At grades 2-12, the Scholastic Reading Counts Program and Inventory suite are used to test for Lexile and encourage students to read within their appropriate levels. It also provides several diagnostic tools to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement. Read 180 is used starting in fourth grade as an intervention program to help support students who are reading below grade-level. System 44, another component, is used with our special education students who need even more intensive reading instruction. We also use Achieve 3000 in the secondary (6-12) for students who need additional reading support in the Resource Labs.

In order to foster a culture of reading and literacy, a Sustained Silent Reading period (6-12) is implemented at least three times each week within the context of the secondary Advisory program. Advisory teachers help to monitor and support students as they choose books appropriate to their respective lexile levels, and teachers ensure that students are making progress towards their individuals reading goals.

Turnitin.com is used at the secondary level (6-12) to help provide feedback to students on their writing progress. Turnitin gives teachers the ability to use a variety of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the writing feedback process.

## **STEAM**

Vaughn offers a uniquely designed program of science, technology, engineering and mathematics along with integrated arts (STEAM). This academic program will consist of hands-on, project-based, dynamic learning where analysis, application, and synthesis of skills and knowledge occur. Classes serve as design centers offering robotics, digital-media arts, computer programming and design, and other programs identified as of high interest to our students. Our goal is to expose, fully engage and inspire our boys and girls to enter these fields of study through the application of real-world concepts, critical thinking, problem solving, team building and the development of presentation skills including the ability to effectively discuss and defend ideas. Our purpose rests with better preparing students to be college and career ready and equipped on a path to become the next generation of scientists, inventors, engineers and entrepreneurs.

The focus at Vaughn is for students to engage in learning that mirrors thinking and working like scientists and researchers. At the elementary levels, Vaughn employs the California content standards for instruction and ELD time is blended with connections to Science. All Vaughn

students in grades TK-5 are exposed to dedicated time in STEAM learning labs where teachers implement programs designed to support the development of numeracy and scientific literacy. Computer programming, supported by programs such as Code.org, Engineering is Elementary, and Next Generation Science Standards (NGSS) aligned units of study provide a foundation for students to engage in real-world scientific inquiry and problem solving. The middle school campus is incorporating the California state-standards, the Common Core Literacy Standards for Science and the Next Generation Science Standards to deliver science instruction and inquiry opportunities. The calendar has been adapted for once a month block scheduling to facilitate laboratory work and deeper exploration of concepts. The high school continues this work by offering several course options within the field of science that are both aligned to 21st century career pathways and college preparation. Students are provided with the opportunity to choose from elective courses such as Environmental Science, Biomedical Science, and Biotechnical Science, in addition to core lab sciences, such as Biology, Chemistry, and Physics. Students engage in coursework that focuses upon scientific research, inquiry, investigation, data analysis, and ethics. Both the middle and high school programs offer all students access to career pathways in Engineering and Biomedical Science using the Project Lead the Way program. Students have the option to choose to enroll in multi-year elective pathways in each of the two aforementioned career pathways, along with a variety of other elective courses that provide experience with career-technical training.

### **Social studies**

Teachers engage students in historical inquiry and investigation. Teachers incorporate both short and long term research projects that call for students to analyze primary source documents and for students to engage in historical reading and writing in line with the History-Social Science Common Core State Standards for Literacy. Project Based Learning is particularly effective in this area and the most seamless with incorporation of the Global Leadership Performance Outcomes. Vaughn's instructional program focuses not only on teaching the story of history, but on explicit instruction in argumentative and analytical writing, research, and debate.

### ***Electives***

Secondary offers a wide variety of electives, including, but not limited to, Film Analysis, Journalism, Robotics, Project Lead the Way courses in Technology, Engineering and Biomedical Science, Spanish, Leadership, World Arts and Culture, Computers and Exploring Computer Science, Symphony, Orchestra, and Drama. Research is considered in the planning and development of elective course offerings, such as the Exploring Computer Science program. This program was developed at UCLA and targets digital literacy, programming, robotics, human-computer interaction, and technology integration, all of which are 21st century skills that are in line with Vaughn's mission and vision to prepare students for college and career.



## Special Education

Vaughn offers an inclusive special education program. Each site has a Resource Teacher and paraprofessionals who co-plan and co-teach with content specific teachers. In addition, students are also able to participate in Learning Labs to provide additional instruction to access grade level standards.

## World Languages

At the middle school level, students may enroll in a Spanish language course in both grades 7 and 8, and, at the high school, Vaughn offers Mandarin and Spanish for Spanish Speakers (including AP Spanish Language and Culture) Students are highly encouraged to take 4 years of language instruction (within the same language) in grades 9-12, and the Spanish program was developed as a Spanish for Native Speakers program. Vaughn's high school Student Advisory Council and Curriculum Committee were consulted throughout the development of each World Language program. The Mandarin Chinese program also benefits from sister school relationships in Mainland China, and students are offered the opportunity to apply for a home-stay experience in Beijing and/or Shanghai as a means of further developing their proficiency with Mandarin.

## COMPREHENSIVE COURSE LIST

Subject Area	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
English Language Arts	English 6A Core	English 6B Core	English 7A Core	English 7B Core	English 8A Core	English 8B Core
Math	Math 6A Core	Math 6B Core	Math 7A Core	Math 7B Core	Math 7A Core	Math 7B Core
History-Social Science	History 6A Core	History 6B Core	History 7A Core	History 7B Core	History 8A Core	History 8B Core
Science	Science 6A Core	Science 6B Core	Science 7A Core	Science 7B Core	Science 8A Core	Science 8B Core
Physical Education	Physical Education A Core	Physical Education B Core				

Electives	Music/ Leadership/ Photo/ Cheer/ Math Dev. Non-Core	World Arts & Cultures/ Digital Arts and Media/ Robotics/ English 3D Non-Core	Music/ Leadership/ Photo/ Cheer/ Physical Education/ Spanish/ Math Dev. Non-Core	Art History/ Peer Mediation/ Music/ Digital Arts and Media/ Robotics/ English 3D Non-Core	Music/ Leadership/ Photo/ Cheer/ Physical Education/ Spanish/ STEM/ Math Dev. Non-Core	Art History/ Peer Mediation/ Music/ Digital Arts and Media/ PLTW/ STEM/ English 3D Non-Core

Subject Area	9 <sup>th</sup> grade		10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem
English Language Arts	English 9 A/ H English 9 A	English 9 B/H English 9 B	English 10 A/H English 10 A	English 10 B /H English 10 B	Am Lit A /AP Eng Lang A	Am Lit B / AP Eng Lang B	ERWC 12 A/AP Eng Lit A	ERWC 12 B /AP Eng Lit B
	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)
Mathematics	Math I A/ Acc Math I A	Math I B/ Acc Math I B	Math II A/ Acc Math II A	Math II B/ Acc Math II B	Math III A /Acc Math III A	Math III B/ Acc Math III B	Fin Algebra A/ Math Analysis A/ AP Calculus A	Financial Algebra B/ Math Analysis B/ AP Calculus B
	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	(A-G)	(A-G)

History/ Social Science			World History A/ AP Euro A  (A-G & HS Grad Req)	World History B/ AP Euro B  (A-G & HS Grad Req)	U.S. History A/ AP U.S. History A  (A-G & HS Grad Req)	U.S. History B/ AP U.S. History B  (A-G & Grad Req)	Gov't/ AP Gov't  (HS Grad Req)	Econ/AP Gov't  (HS Grad Req)
Science	Biology A/Prin BioMed Sci A  (A-G & HS Grad Req)	Biology B/Prin BioMed Sci B  (A-G & HS Grad Req)	Env Sci A/ Human Body Syst  (A-G)	Env Sci B/ Human Body Sys B  (A-G)	Chem A/ Physics A  (A-G & HS Grad Req)  Med. Int A  (A-G)	Chem B/ Physics B  (A-G & HS Grad Req)  Med. Int B  (A-G)	Biotech A/ Physio A  (A-G)	Biotech B / Physio B  (A-G)
World Language	Chinese 1 A/Span Sp 1 A  (A-G & HS Grad Req)	Chinese 1 B/ Spanish Sp 1 B  (A-G & HS Grad Req)	Chinese 2 A/ Spanish Sp 2 A  (A-G & HS Grad Req)	Chinese 2 B/Spani sh Sp 2 B  (A-G & HS Grad Req)	Chinese 3 A/AP Spanish Lang A  (A-G)	Chinese 3 B/AP Spanish Lang B  (A-G)	Chinese 4 A  (A-G)	Chinese 4 B  (A-G)

High School Electives	<p> Read 180 A/B  English Language Skills A/B  Math Development A/B  Physical Education A/B  Strategic Reading A/B  Math Support A/B  Associate Student Body Leadership A/B  College and Careers A/B    (High school credits) </p>
College Prep Elective	<p> Exploring Computer Science A/B  Aerospace Engineering A/B  Engineering Design and Development A/B  Introduction to Engineering Design A/B  Journalism A/B  Principles of Engineering A/B    (1 Year A-G &amp; 1 Year HS Grad Req) </p>
Visual Performing Arts	<p> Beg Orch A/B  Chorus A/B  Concert Band A/B  Drama A/B  VISA Symphony A/B  Wind Ensemble A/B  World Art A/B    (1 Year A-G &amp; 1 Year HS Grad Req) </p>

## **INSTRUCTIONAL METHODS AND STRATEGIES**

### **Common Core Transition**

Our school has fully transitioned into the new common core state standards in all content areas. Staff have been provided with time to collaborate by grade level and within departments. In addition, we have found it beneficial to promote and encourage interdisciplinary articulation. Through such collaboration, our teams have taken the initiative to produce units that encompass globally focused project based learning connected to the common core standards. In Science, school-wide we have taken the initiative to explore the Next Generation Science Standards (NGSS). Curriculum development has been produced to expose students to ample opportunities to become critical thinkers and prepare them for them for College and Career. All classrooms include lessons tied to dual objectives (language and content) in order to best prepare students in language and content proficiency.

As we continue to leverage the Common Core State Standards to drive our instruction, teacher preparation and professional development will continue to be an area for growth. Vaughn has taken pro-active steps to create a unified Curriculum Team, comprised of Lead Teachers, Curriculum Coordinators, and a school-wide Chief Academic Officer. This team works in close collaboration with school site Directors and Vaughn's Executive Director to align professional development to the school's identified areas for growth and improvement. Furthermore, the team's purpose is to align Professional Development to our school-side mission and vision.

Our school has embraced the new Common Core standards, and with use of extended learning time, multiple access points to learning, and adult-student rapport, has assured that our students reach higher levels of success in school and beyond.

### **Differentiated Instruction**

Students with very diverse abilities are seen working together in classrooms on a daily basis. Special Education students and English Learners are immersed in general education classes with support from teachers who are aware of their individualized needs, accommodations, modifications, and EL levels. Lessons are developed with differentiation and unique learning needs in mind, including the need to appeal to different modalities within the same activity.

For example:

- TK-5<sup>th</sup> grade teams teach engage in strategic grouping of students to foster opportunities for targeted differentiation in ELA and Mathematics.
- 3<sup>rd</sup> -5<sup>th</sup> grade gifted students are clustered to ensure students are provided with appropriately differentiated learning opportunities.
- Lesson plans reflect a wide variety of strategies in order to help engage all students in the learning process (i.e., hands on activities, visual, and auditory content).
- Universal Access allows teachers to ensure equal opportunity is provided to students by scaffolding lessons as needed.

- Teachers and students have access to interactive boards, document cameras, computer stations, laptops, Chromebook carts, and computer labs. This technology allows teachers to design interactive, individualized, and engaging online learning tasks.
- Small group instruction is provided before, during, and after school which provides sustained support for students as needed.
- Students with diverse needs, including English learners, are provided with access to intervention and support programs, as appropriate.
- All teachers accommodate and follow 504 and IEPs.
- Teachers use small group instruction, as well as group activities and assignments to ensure that all students are engaged and supported in the learning process.
- Teachers meet with the Special Education Team (i.e. Resource teacher, paraprofessionals, General Education Teacher) to plan support at least once each week.
- Teachers present multiple approaches for solving problems, including use of manipulatives, models, games, and TPR (movement).
- All students in grades K-5 participate in Enrichment Activities, such as theater and physical education

### **Team Teaching**

Teachers collaborate in teams and/or discipline specific departments as a means of developing cross-curricular projects and units of study that serve to reinforce content across multiple contexts. Schoolwide vertical articulation across grade levels allows for continued collaboration and support on behalf of students most in need of support, such as students with IEPs and English Language Learners. Vaughn has adopted various co-teaching models to engage students in learning, and professional development to support the continued development of successful and inclusive co-teaching environments is supported by university partners at Cal State Northridge.

Special education and Intervention staff coteach and coinstruct with general education teachers in ELA and math classes to support students that are falling below grade level proficiency. Coteaching and coinstruction involve the implementation of coteaching approaches such as station teaching, alternative teaching, and one teach, one support. Coteaching happens when two credentialed teachers coplan prior to coteaching, alternate roles as the lead teacher, and coassess students. Coinstruction happens when a credentialed teacher and a special education or intervention paraprofessional work together. In this case, the general education teacher is always the lead teacher and the paraprofessional works in a specific station or in a supportive role under the alternative teaching and one teach, one support approach. The special education or intervention paraprofessionals selected to coinstruct with general education teachers using coteaching approaches, are staff that have had previous experience working in classrooms with students (at least 3 years), have gone through basic training on coteaching approaches, and are continuously attending trainings on differentiated instructional practices. Through this model of support, Vaughn is able to differentiate instruction for all students, make grade level standards accessible to all, and support inclusive practices.

## **ELD/ELA Program**

Vaughn seeks to further develop its ELD/ELA program, in particular the services and instruction provided to EL students and students that are designated Long Term English Learners at the secondary levels. We have made great strides in our work to continue to provide targeted ELD instruction and in our efforts to broaden literacy instruction to all academic disciplines.

All students in grades K-5 are provided CC aligned core ELA instruction with integrated ELD via the McGraw-Hill Wonders series, while English Learners receive added support through a dedicated daily ELD block that serves as a means of further developing English proficiency and that acts as a “bridge” to the core curriculum. At the secondary level, English 3D is offered as a support class for our EL learners. Members of the Curriculum Team, stakeholders on the Curriculum Committee, and the Administrative Team were actively involved in the process of identifying a new Common Core aligned ELA series that integrates ELD instruction and that is aligned to the CA CCSS ELD/ELA framework.

## **Project-based Learning**

Teachers are encouraged to develop authentic, engaging, student centered learning experiences that will promote “learning by doing” in a project based setting. Projects are designated using the Understanding by Design framework and, whenever possible, incorporate opportunities for students to develop as global citizens by investigating the world, communicating ideas, recognizing different perspectives, and taking action. Projects can be discipline specific or cross-curricular in nature, and teachers are encouraged to enhance learning through the use of *various* forms of technology. It is not expected that all units of study across the K-12 curriculum will incorporate pure project based learning. Rather, teachers are asked to design projects whenever and wherever appropriate based upon a careful study of the curriculum and the recognition of opportunities to engage students in work that will reinforce content and concepts across multiple content areas. Students complete both short and long-term projects which become increasingly complex and build on the experiences of previous years. Scoring rubrics for the different disciplines and grade levels are developed and used consistently.

## **Resources Beyond Textbooks**

Vaughn provides resources beyond textbook and the classroom through additional instruction and learning activities, which include:

- **Music Program (6-12)** - The music program is designed to enhance the musical intelligence of the student body while reinforcing positive attitudes that benefit every area of study. We currently have two full-time music teachers. Students are taught all aspects of creating and performing vocal music, including rhythm, pitch and sight-singing skills. Higher-order thinking is consistently involved as students are asked to apply basic music skills in performance and study of new vocal literature. Students are encouraged to link the discipline of music to the greater need to remain focused in their core studies. Additionally, the formation of an elementary grade-level choir allows motivated and gifted musicians and singers, a forum to develop recital and performance skills. At the K-

3 level students are exposed to music as a part of the enrichment program during the school day. A partnership with the Kadima Music Conservatory provides elementary students grades 2-5 with opportunities to play instruments and develop recital and performance skills.

- Media and Technology- we currently have computer labs available at all campuses and or access to mobile devices (i.e. Chromebooks, iPads) at all campuses (Pandaland, G3, Mainland, MIT and VISA) with personnel to monitor and assist students with access and development of tech skills. There are also additional ancillary labs available to teachers in addition to the four with personnel. IT department staff members are available to support students and teachers with technology troubleshooting at all campuses-
- Field Experiences - In addition to all of the above, students at Vaughn have field experiences. Each grade level is budgeted approximately two field trips each year, and with partners such as YPI, we often get grants for buses and funds to allow for more than two field trips. Elementary grade-levels and departments research places of interest that are aligned with instruction and proceed to schedule their selected trips. Additional opportunities that are held annually include: a one week Los Angeles County Outdoor Science School for fifth graders, and several trips to California State University Northridge by fourth graders and their families with the I'm Going to College Program. At the secondary level school sponsored university tours provide students with exposure to higher educational institutions in the state of California. A partnership with the Los Angeles World Affairs Council provides high school students with opportunities to engage with world leaders in intimate settings in order to expand their world knowledge. The learning process includes pre-visit preparation and research and post-visit review and extension activities. The Los Angeles County Outdoor Science School and I'm Going to College programs all have a curriculum with objectives that prepare students previous to, through and after the visit.
- International Exchange - Vaughn has partnerships with schools in Wuhan, Shanghai, and Beijing, China which allow for students from these areas to visit and spend the week with Vaughn students. In exchange, our Chinese partners, along with support with the Asia Society, help us to send a number of high school students to school in China for a week every year. These exchanges further develop our students' awareness of another culture and an appreciation for the ways they view the world and approach learning.

### **Schoolwide Intervention Program**

Intervention programs are offered throughout the day at all campuses. At the elementary level, a team of intervention teachers and intervention aides support at risk students in English Language Arts and Math through various models. Universal screeners and internal/state assessment data inform student placement in intervention as a means of providing timely, objective, and data driven instruction. Screeners, such as lexile score, internal assessment data in ELA and Mathematics, and other universal screeners are used to guide course placement and recommendations for students, including opportunities for both intervention and acceleration.



**College-going Program**

For elementary, College Career Readiness and “I’m Going To College” program in partnership with CSUN are provided. Vaughn’s Middle School and High School have been participating in the Gear-Up program through the Youth Policy Institute. This grant program provides various resources to our current 8th grade and 9<sup>th</sup> grade students (graduating class of 2020 and 2021) addressing college/career readiness.

High School has an open access policy for all students who wish to take Advanced Placement classes. Vaughn encourages the elimination of barriers that restrict access to honors, accelerated, advanced placement, or any of courses of study offered at Vaughn for students from ethnic, racial, and socioeconomic groups that have been traditionally marginalized or underserved. Vaughn will make every effort to ensure that course offerings, at all levels, reflect the diversity of their student population.

**School Grades TK-5 - Curricular Materials Used**

<b>Grade</b>	<b>Eng/Lang Arts</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Designated ELD</b>
<b>TK</b>	McGraw-Hill California Wonders	Math Connections			
<b>K</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton Mifflin My World	Houghton Mifflin Science CA-K Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD
<b>1</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton Mifflin School and Family	Houghton Mifflin Science CA-1 Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD
<b>2</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton-Mifflin CA Studies Neighbors	Houghton-Mifflin Science CA-2 Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD

<b>Grade</b>	<b>Eng/Lang Arts</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Designated ELD</b>
<b>3</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton-Mifflin CA Studies Communities	Houghton-Mifflin Science CA-3 Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD
<b>4</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton Mifflin California Studies	McGraw Hill Science CA-4 Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD
<b>5</b>	McGraw-Hill California Wonders	Houghton Mifflin Harcourt California GO Math!	Houghton Mifflin United States History Early Years	McGraw Hill Science CA-5 Engineering is Elementary (EIE)	McGraw-Hill California Wonders ELD

#### **Middle School - Curricular Materials Used**

<b>Grade</b>	<b>Core Subject</b>	<b>Texts Used</b>	<b>Supplemental Curricular materials</b>
6	English	McGraw Hill-Study Sync	Various novels
6	Math	Carnegie Learning Math Series Course 1	Carnegie Software- MATHia
6	Social Science	Holt World History Ancient Civilizations	
6	Science	Pearson-Prentice Hall- Focus on Earth Science	
7	English	McGraw Hill-Study Sync	Various novels, ERWC Curriculum
7	Math	Carnegie Learning Math Series Course 2	Carnegie Software- MATHia
7	Social Science	Holt- Medieval to Early Modern Times	
7	Science	Pearson-Prentice Hall- Focus on Life Science	
7	Foreign Language	Pearson-Realidades Level I	Voices Digital Courseware
8	English	McGraw Hill-Study Sync	Various novels, ERWC Curriculum

<b>Grade</b>	<b>Core Subject</b>	<b>Texts Used</b>	<b>Supplemental Curricular materials</b>
8	Math	Carnegie Learning Math Series Course 3	Carnegie Software- MATHia
8	Social Science	Holt- United States History Independence to 1914	
8	Science	Pearson-Prentice Hall- Focus on Physical Science	
7	Foreign Language	Pearson-Realidades Level II	Voices Digital Courseware

### High School - Curricular Materials Used

<b>Grade</b>	<b>Subject</b>	<b>Texts Used</b>	<b>Supplemental Curricular Materials</b>
<b>9</b>	English Language Arts	Prentice Hall Literature Timeless Voices, Timeless Themes- Gold Level English 9	Various novels CSU Expository Reading and Writing Curriculum
<b>10</b>	English Language Arts	Prentice Hall Literature English 10-Penguin Edition	Prentice Hall Literature Around the World Various novels CSU Expository Reading and Writing Curriculum
<b>11</b>	English Language Arts	Prentice Hall Literature The American Experience-Penguin Edition	Various Novels CSU Expository Reading and Writing Curriculum
<b>11</b>	AP English Language and Composition	Pearson Writing America: Language and Composition in Context (AP Edition)	
<b>12</b>	English Language Arts (Expository Reading and Writing)	Prentice Hall Literature World Masterpieces-Penguin Edition	Various Novels CSU Expository Reading and Writing Curriculum
<b>12</b>	AP English Literature	Macmillan Higher Education Literature and Composition: Reading, Writing, and Thinking	
<b>9</b>	Math I, Accelerated Math I	Integrated Math 1, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor
<b>10</b>	Math II, Accelerated Math II	Integrated Math II, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor

<b>Grade</b>	<b>Subject</b>	<b>Texts Used</b>	<b>Supplemental Curricular Materials</b>
<b>11</b>	Math III, Accelerated Math III	Integrated Math III, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor
<b>11-12</b>	Math Analysis	Pearson-Prentice Hall Pre-calculus: graphical, numerical, algebraic (7 <sup>th</sup> edition)	
<b>12</b>	AP Calculus	Brooks/Cole Cengage Learning Calculus of a Single Variable	
<b>10</b>	World History	Pearson-Prentice Hall World History Connection to Today The Modern Era	
<b>10</b>	AP European History	Cengage Learning Western Civilization(AP Edition)-	<b>AP European History Workbook</b> -Fast Track to A 5 Preparing for the AP* European History Examination
<b>11</b>	U.S. History	Pearson- Prentice Hall United States History	
<b>11</b>	AP U.S. History	Holt-McDougal The American Pageant (AP Edition)	<b>AP US History Workbook</b> Fast Track to A 5 Preparing for the AP* United States History Examination
<b>12</b>	Government/ Economics	Pearson- Prentice Hall Magruder's American Government – Government  TCI Econ Alive! The Power to Choose – Economics	TCI: Econ Alive online software
<b>12</b>	AP American Government	Pearson-Prentice Hall Government in America: People, Politics, and Policy (AP Edition)	
<b>9</b>	Biology	Pearson- Prentice Hall California Biology	
<b>9-12</b>	Project Lead the Way- Biomedical Science Pathway	Project Lead the Way Curriculum  <a href="https://www.pltw.org/pltw-biomedical-curriculum">https://www.pltw.org/pltw-biomedical-curriculum</a>	

<b>Grade</b>	<b>Subject</b>	<b>Texts Used</b>	<b>Supplemental Curricular Materials</b>
<b>10</b>	Environmental Science	Holt-McDougal Environmental Science	
<b>11,12</b>	Chemistry	Pearson-Prentice Hall Chemistry	
<b>11,12</b>	Physics	Pearson-Prentice Hall Conceptual Physics	
<b>9-12</b>	Project Lead the Way- Engineering Pathway	Project Lead the Way Curriculum  <a href="https://www.pltw.org/our-programs/pltw-engineering-curriculum">https://www.pltw.org/our-programs/pltw-engineering-curriculum</a>	
<b>9-12</b>	Exploring Computer Science	ULCA Exploring Computer Science Curriculum  <a href="http://www.exploringcs.org/">http://www.exploringcs.org/</a>	
<b>9-12</b>	Chinese Intro, II, III, IV	Shumang Freidlein & Pail Ni Hao - Introductory Level, Ni Hao - Elementary Level Ni Hao - Intermediate Level Ni Hao - Advanced Level	
<b>9-11</b>	Spanish 1, Spanish 2	Pearson- Prentice Hall Sendas Literarias 1- Spanish 1  Vista Higher Learning Imagina – Spanish 2	
<b>11-12</b>	AP Spanish Language and Culture	Vista Higher Learning Temas- AP Spanish Language and Culture	

## **STUDENT USE OF TECHNOLOGY AND RELATED SKILLS**

Vaughn's goal is to develop effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis. At all levels of the curriculum and instructional program, students engage in the use of technology, both for the presentation of performance tasks and to acquire new learning. Students utilize various technologies to present their work across all disciplines (PowerPoint, Prezi, Google Docs and Google Presentation, Photoshop, etc.), and students perform data analytics using programs like Excel, among other tools. Teachers frequently provide feedback and facilitate peer evaluation and coaching via Google Apps for Education.

Strong use of technology, which is supported by school culture, is an area of strength. We recognize that we are fortunate to have extensive teacher equipment, laptop and presentation equipment, and school wide Wi-Fi to support our program.

Grades Pre-K through 1st also has an extensive software library installed in the Primary Center Lab (Pandaland) to help students solidify grade-level standards. There are also computers in the classroom for instruction and teacher use, as well as interactive whiteboards, Alexandria Library software, and wireless network access. Students have access to iPads in the STEM lab which they use to engage in coding.

Grades 2-5: Second through third grades have computer labs, including a blended learning lab at the G3 campus. Additionally, teachers have interactive whiteboards and document cameras at every teaching station within each POD. At the 4<sup>th</sup> and 5<sup>th</sup> grade level there is a Read 180 Lab for remediation in reading. Likewise, interactive whiteboards and 1 to 1 Chromebooks for instruction are provided at the 4<sup>th</sup> and 5<sup>th</sup> grade level. There is also Wi-Fi network access available also at both G3 and Mainland. Coding and robotics is offered as part of a comprehensive STEM program in these grades.

Grades 6-12: Students are provided opportunities to take technical courses; they have use of mobile wireless carts, interactive whiteboards, LCD projectors, digital cameras, and wireless network access for students throughout campus. Individual laptop devices are provided for select English Learners that have been identified as "At-Risk" or "Long Term EL" in grades 4-12. Students selected to receive an individual laptop and Wi-Fi device are identified through a student/parent survey and have demonstrated a particular need resulting from a lack of reliable access to both a computer and Wi-Fi at home. Specialized instructional software such as GeoGebra, Turnitin.com, Cognitive Tutor, Read 180, System 44, Achieve 3000, Inventor, Inspiration, Scratch, and Adobe Software Suite are used. Interactive whiteboards are used in all classes, and Library Software for research is available to students. Vaughn's middle school grades have been assigned 1:1 Chromebooks for daily classroom use.

- Teachers utilize Google Docs, Brain Pop, Khan Academy, Edmodo, IXL, and Scholastic to aide instruction.
- Teachers are encouraged to pursue professional growth through professional development opportunities.

- Staff retreats before the start of the school year and after ESY days include trainings, instruction in methodology.
- The IT department and AERIES managers are available to guide staff on how to use technology tools, as well as research databases, Edmodo and other resources.
- In-service training by teacher tech reps/IT dept. are available, where teachers may come to learn about a variety of technology tools such as interactive whiteboards, Gradebook, iPads, AERIES, and Moodle, etc.
- Vaughn's teachers analyze students' results on school-wide common assessments to help them when planning content delivery.
- Edmodo allows for a student-centered environment, as students may pose questions to one another, as well as answer, or support each other both outside and inside the classroom.
- Some teachers use, Khan Academy, which allows them to provide individual support to students.
- Google G Suite for Education is employed and teachers with 1 to 1 Chromebooks at their sites have been trained to use this resource.

### **HIGH SCHOOL GRADUATION REQUIREMENTS**

<b>High School Graduation Requirements in Subject Areas</b>	<b>Vaughn High School (V.I.S.A.) Graduation Requirements</b>	<b>Credits Needed to Graduate</b>	<b>Credits Needed to be a Vaughn Distinguished Graduate</b>
<b>A: History</b>	3-years	30 Credits	30 Credits
<b>B: English</b>	4-years	40 Credits	40 Credits
<b>C: Mathematics</b>	3-years	30 Credits	40 Credits *Student may appeal this requirements by requesting a review of transcript
<b>D: Laboratory Science</b>	2-years	20 Credits	30 Credits

<b>High School Graduation Requirements in Subject Areas</b>	<b>Vaughn High School (V.I.S.A.) Graduation Requirements</b>	<b>Credits Needed to Graduate</b>	<b>Credits Needed to be a Vaughn Distinguished Graduate</b>
<b>E: World Language</b>	2-years	20 Credits	30 Credits
<b>F: Visual &amp; Performing Arts</b>	1-year	10 Credits	10 Credits
<b>G: College Prep Elective</b>	1-year	10 Credits	10 Credits
<b>Advisory</b>	2.5 credits earned per semester	20 Credits	20 Credits
<b>General Electives</b>		80 Credits	60 Credits *Including an extra year in Math, Science, and World Language
<b>Community Service</b>	120 Hours		<i>Community service plus 3.0 GPA and 12 College Units (May consist of units earned from AP exams with a qualifying score of 3 or higher based on</i>
<b>Digital Portfolio</b>	Complete all elements of the Graduate Portfolio (GPS)	Present and defend portfolio to panel	Present and defend portfolio to panel



<b>High School Graduation Requirements in Subject Areas</b>	<b>Vaughn High School (V.I.S.A.) Graduation Requirements</b>	<b>Credits Needed to Graduate</b>	<b>Credits Needed to be a Vaughn Distinguished Graduate</b>
<b>College Applications</b>		Apply to minimum of 1 post-secondary institution	Apply to a minimum of 3 post-secondary institutions

### **Focused Programs: Preparing Students for Postsecondary College and Career**

Vaughn starts offering a structured, college-bound program in 4<sup>th</sup> grade with the “I’m Going to College” program. We partner with California State University, Northridge to offer 4<sup>th</sup> grade students and their families an introductory look at what college planning looks like. Students follow a curriculum that includes developing a “dream career”, writing to a selected college, identifying behaviors/skills required to get into college, budget considerations and a mini lesson on applying to college. They attend college for a day (at CSUN) and their parents are also invited to participate with them.

This year our 9<sup>th</sup> grade and 8<sup>th</sup> grade students are participating in the GEAR-UP Program which starts a college-bound curriculum that will follow our students up through graduation from high school. Monthly college tours are included in order to expose our students to the various options available in post secondary education. This federal grant program is designed to increase the number of low-income students that are academically prepared to enter and succeed in postsecondary education. It supports students through the transitions of middle to high school and high school to college and builds students’ and families’ knowledge of postsecondary education options and financing.

Our high school students also participate in college tours and workshops sponsored by Vaughn and by the Youth Policy Institute. The goal is to increase readiness for college by providing classes and workshops to students and their families on the college application process, college planning and financial aid. Our college and career goals are also aligned and highly supported by our curricular integration of Asia Society and the International Studies Schools Network’s outcomes of preparing our students for college, career and global competency.

Each semester, our high school students are exposed to various lessons that are meant to develop a strong college-going culture at every grade level. Students are offered presentations and unique activities that address the following:

- An orientation to the A-G requirements
- An Individualized Learning Plan
- Presentations addressing scholarship funding and the cost of college
- Opportunities to apply for monthly college/university tours
- Workshops to assist students in identifying possible majors, areas of study, and career opportunities
- Student advisement takes place in the homeroom class of every student and is supervised by the credentialed homeroom teacher

## **Advanced Placement Program**

Students are offered opportunities to enroll in several Advanced Placement (AP) courses at Vaughn. AP classes are open to any students that wishes to enroll. Advanced Placement courses allow students to earn college/university credits pending the successful completion of an End of Year AP Examination with the score of a 3 or better (out of 5). Each Advanced Placement course is audited and approved by College Board and satisfies A-G requirements.

As an Early College High School, Vaughn aims to blend high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). College classes may be taken on campus, or on a local college campus. The courses are typically taught by a college instructor or in some occasions, by an employee of the school who has been qualified by a local college.

Vaughn employs a college adviser whose main responsibility is to monitor and assist students in preparation of college entry. We also have two additional high school counselors that help monitor student's academic progress and emotional needs as they transition through the culminating years and our graduation requirements.

## **Credit Recovery**

Vaughn's Extended School Year (ESY), scheduled for 15 days each January, affords all high school students the opportunity to engage in timely and effective credit recovery. ESY credit recovery courses are supported by credentialed teachers and engage students in coursework that will allow for reflection, remediation, and recovery. Summer session likewise follows the ESY model for high school students, and this, in turn, provides a second annual opportunity for students to recoup credits for courses that had not been completed/passed in the previous term. In addition to ESY and Summer Session, students may be provided with the opportunity to engage in an accredited online credit recovery program. The course includes an outline of topics to be covered for the entirety of the program. Progress is monitored and students and parents are informed of deadlines. Course guidelines are included. Dedicated staff members assure that students are supported throughout the program.

## College Board Approved Courses

Course list for 2016-17 Updated as of April 20, 2017

### History / Social Science ("a") 2 years required

*Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP European History <i>Adopted from: The College Board Advanced Placement Program</i> World History / Cultures / Historical Geography	AP Eur Hist	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i> Civics / American Government	AP Government	★ UC Honors 📖 Classroom-based 📅 Half Year
AP United States History <i>Adopted from: The College Board Advanced Placement Program</i> U.S. History	AP US Hist	★ UC Honors 📖 Classroom-based 📅 Full Year
Government Civics / American Government	Gov	📖 Classroom-based 📅 Full Year
US History U.S. History	US Hist US History	📖 Classroom-based 📅 Full Year
World History World History / Cultures / Historical Geography	World History	📖 Classroom-based 📅 Full Year

### English ("b") 4 years required

*Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Literature English	Am Lit A/b	📖 Classroom-based 📅 Full Year
AP English Language and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP Eng Lang	★ UC Honors 📖 Classroom-based 📅 Full Year
AP English Literature and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP Eng Lit	★ UC Honors 📖 Classroom-based 📅 Full Year
CSU Expository Reading and Writing <i>Adopted from: California State University (CSU) Early Assessment Program (EAP)</i> English	CSU Expository Reading and Writing	📖 Classroom-based 📅 Full Year
English 10 English	English 10	📖 Classroom-based 📅 Full Year
English 12 English	English 12	📖 Classroom-based 📅 Full Year
English 9 English	Eng. 9	📖 Classroom-based 📅 Full Year

### Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two- and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Accelerated Math II Mathematics II	Acc. Math II A Acc. Math II B	Classroom-based Full Year
Accelerated Math III Mathematics III	Acc. Math III A Acc. Math III B	Classroom-based Full Year
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i> Calculus	AP Calc AB	★ UC Honors Classroom-based Full Year
Math Analysis Advanced Mathematics	Math Analysis A/B	Classroom-based Full Year
Math I Mathematics I	Math I A Math I B	Classroom-based Full Year
Math II Mathematics II	Math II A Math II B	Classroom-based Full Year
Math III Mathematics III	Math III A Math III B	Classroom-based Full Year

### Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong integrated/interdisciplinary science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Anatomy and Physiology Biology / Life Sciences	Physiology	Classroom-based Full Year
Biology Biology / Life Sciences	Biology A/B	Classroom-based Full Year
Chemistry Chemistry	Chemistry A/B	Classroom-based Full Year
Human Body Systems <i>Adopted from: Project Lead the Way (PLTW)</i> Biology / Life Sciences	Human Body Sys	Classroom-based Full Year
Medical Interventions <i>Adopted from: Project Lead the Way (PLTW)</i> Biology / Life Sciences	Medical Int A Medical Int B	Classroom-based Full Year
Physics Physics	Physics A Physics B	Classroom-based Full Year
Principles of the Biomedical Sciences <i>Adopted from: Project Lead the Way (PLTW)</i> Biology / Life Sciences	Prin BioMed Sci	Classroom-based Full Year

### Language Other than English ("e") 2 years required, 3 years recommended

*Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).*

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP Span Lang A AP Span Lang B	★ UC Honors 📖 Classroom-based 📅 Full Year
Chinese 2 LOTE Level 2	Chinese 2 A/B	📖 Classroom-based 📅 Full Year
Chinese 3 LOTE Level 3	Chinese 3 A/B	📖 Classroom-based 📅 Full Year
Chinese 4 LOTE Level 4+	Chinese 4	📖 Classroom-based 📅 Full Year
Introduction to Chinese LOTE Level 1	Chinese 1 A/B Intro to Chinese	📖 Classroom-based 📅 Full Year
Spanish for Native Speakers I LOTE Level 1	Span Sp	📖 Classroom-based 📅 Full Year
Spanish for Native Speakers II LOTE Level 2	Spanish SP 2A Spanish SP 2B	📖 Classroom-based 📅 Full Year



















### Visual & Performing Arts ("f") 1 year required

*One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).*

Title/Discipline	Transcript Abbreviation(s)	Course Details
Beginning Orchestra Music	Beg Orch	📖 Classroom-based 📅 Full Year
Chorus Music	Chorus	📖 Classroom-based 📅 Full Year
Concert Band Music	Concert Band	📖 Classroom-based 📅 Full Year
Drama Theater	Drama	📖 Classroom-based 📅 Full Year
VISA Symphony Music	VISA Symphony	📖 Classroom-based 📅 Full Year
Wind Ensemble Music	Wind Ens	📖 Classroom-based 📅 Full Year
World Art Visual Arts	World Art	📖 Classroom-based 📅 Full Year

### College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Algebra with Financial Applications Mathematics	Financial Algebra A Financial Algebra B	 Classroom-based  Full Year
Aerospace Engineering <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	Aerospace	 Classroom-based  Full Year
Biotechnology Laboratory Science – Biology / Life Sciences	Bio Technology	 Classroom-based  Full Year
Economics History / Social Science	Econ	 Classroom-based  Half Year
Engineering Design and Development <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	Eng Design and Dev	 Classroom-based  Full Year
Environmental Science A/B Laboratory Science – Integrated Science	Env. Science	 Classroom-based  Full Year
Exploring Computer Science Mathematics - Computer Science	Expl Comp Sc A Expl Comp Sc B	 Classroom-based  Full Year
Introduction to Engineering Design <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	Int Eng Design (PLTW)	 Classroom-based  Full Year
Principles of Engineering <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	POE Engineering	 Classroom-based  Full Year

## WASC ACCREDITATION

Vaughn is accredited by the Western Association of Schools and Colleges through June 30<sup>th</sup>, 2022. As part of the WASC self-study process, Vaughn identified areas of growth and prioritized these academic areas in order to meet the needs of all students. Vaughn's leadership team formed a WASC Action Plan after synthesizing the areas that were recognized by stakeholders as areas of need.

The school-wide WASC Action Plan includes the following goals:

Goal 1: Vaughn will develop a comprehensive professional development program that will improve the quality of teachers' content knowledge and increase strategies for the delivery of instruction.

Goal 2: Vaughn will demonstrate growth in the number of students meeting or exceeding standards on the CCSS/SBAC English Language Arts baseline established in 2014-2015.

Goal 3: Vaughn will increase in students that are meeting or exceeding standards on the CCSS/SBAC Mathematics baseline established in 2014-2015.

Goal 4: Vaughn will improve 21st Century learning skills through the increased use of technology aligned to College & Career Readiness (CCR) skills and the CCSS.

Vaughn’s leadership team, in collaboration with faculty, staff, and stakeholders in the community, will continue to analyze both quantitative and qualitative sources of data to measure progress towards meeting WASC goals, which are closely aligned to the goals established in Vaughn’s LCAP and charter petition.

### **TRANSFERABILITY OF COURSES**

Vaughn Next Century Learning Center informs parents, including parents with limited English, about the transferability of courses to other public high schools during our grade-level orientations, which are hosted prior to the start of every school year. In addition, Vaughn communicates the college entrance requirements to our parents during these grade-level orientations. Parent notification regarding transferability for all courses offered is included in enrollment materials. All A-G courses are transferable to college/universities or other public schools. All students must accumulate a minimum of 240 credits in grades nine through twelve to earn a Vaughn diploma. Students with disabilities are provided with all accommodations and modifications as identified in the 504 plan or IEP in order to meet graduation and/or college entrance requirements. A parent wishing to check out their student will need to meet with the counselor to thoroughly discuss the student's transcript, including transferability. Parent notification regarding a student's graduation status is provided at the end of each semester via student grade reports and/or transcripts. Students and parents have access to our secure online portal, Aeries, in order to directly view their student's educational information. Our academic counselors also meet one-on-one with parents and students who need to repeat courses in order to meet graduation and/or A-G requirements.

### **TRANSITIONAL KINDERGARTEN PROGRAM**

In adherence to Senate bill 1381 and the increasingly academic demands of Kindergarten, Transitional Kindergarten offers support to students who turn five years old from September 2 to December 2. This program prepares our students with the social and academic skills that will be expected of them in Kindergarten the following year and throughout their school experience.

Transitional Kindergarten is the first year of a two-year Kindergarten program that uses a modified Kindergarten curriculum that is age and developmentally appropriate. It follows the same academic calendar schedule as Kindergarten. The daily schedule includes lessons and activities delivered through whole group instruction, small group instruction, and independent “hands on” opportunities.

Transitional Kindergarten gives children the opportunity to access the California Common Core Standards for Kindergarten in a classroom that implements small groups and “hands on” learning. Foundational Reading skills include: Concepts of print, Phonological Awareness with emphasis on sound awareness, sound/symbol association and manipulation of sound units), Oral Language Development, Vocabulary Development and Listening Comprehension. Math foundational skills include the academic language of mathematics, Numeric Sequence and Representation, Number Concepts (count, compare, classify and order objects), Concept of Addition and Subtraction, Sort and Classify objects based on attributes including common Geometric Shapes.

Assessments and teacher observations are used to monitor student's development and progress throughout the year. Teachers meet with parents on a regular basis to share students' progress and to discuss how parents can support their child's learning at home.

Family involvement is very important to a child's success therefore, active participation in a child's educational journey is encouraged both at school and at home. Home visits, conferences, family projects, parent trainings and other home/school partnership activities are regularly scheduled throughout the year. We recognize that communication between home and school is essential in helping children succeed therefore all efforts are exerted to encourage family involvement. This includes ensuring that all communication is provided in the home language of our students.

At a very young age, we emphasize school-readiness goals as measured by the DRDP 2015 (Desired Results Developmental Profile) for Pre-K and the DRDP-K for our transitional kindergarten (TK) students. In grades K-12, all students are assessed three times a year with benchmarks developed by the Northwestern Evaluation Association for Reading, Language, and Mathematics (NWEA).



## 2018-19 SCHOOL-YEAR CALENDAR (Preliminary)

**2018**

Preliminary

**VAUGHN**

**NEXT CENTURY LEARNING CENTER**

**2019**

Preliminary

July/julio 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	SD	SD	28
29	SD	SD				
						0

August/agosto 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						23

September/septiembre 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
						19

October/octubre 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						18

November/noviembre 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						19

December/diciembre 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						10

### JULY-JULIO

1-31 Summer Vacation  
26-27 Staff Development  
28 Compact Signing  
30-31 Staff Development

### AUGUST-AGOSTO

**1 FIRST DAY OF SCHOOL**  
31 Minimum Day (Comp Time)

### SEPTEMBER-SEPTIEMBRE

3 Labor Day Holiday

### OCTOBER-OCTUBRE

8-12 Fall Break

### NOVEMBER-NOVIEMBRE

12 Veteran's Day Holiday  
21 Minimum Day (Comp Time)  
22-23 Thanksgiving Day Holiday

### DECEMBER-DICIEMBRE

14 Minimum Day  
17-31 Winter Vacation

### JANUARY-ENERO

1-4 Winter Vacation  
2-29 SpEd ESY  
8-29 ESY  
14 Martin Luther King Jr Holiday

### FEBRUARY-FEBRERO

18 President's Day Holiday

### MARCH-MARZO

### APRIL-ABRIL

15-19 Spring Break  
21 Easter

### MAY-MAYO

27 Memorial Day

### JUNE-JUNIO

14 Minimum Day -Last Day of School

### January/enero 2019

S	M	T	W	Th	F	S
		1	SPED	SPED	SPED	5
6	SPED	ESY	ESY	ESY	ESY	12
13	14	ESY	ESY	ESY	ESY	19
20	ESY	ESY	ESY	ESY	ESY	26
27	ESY	ESY	30	31		
						2

### February/febrero 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						19

### March/marzo 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						21

### April/abril 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						17

### May/mayo 2019

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

### June/junio 2019

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
						10

Total Days 180

	SCHOOL CLOSED (Holiday/Vacation/Staff Development)
	MINIMUM DAY
	EXTENDED SCHOOL YEAR - No Afterschool Program
	EXTENDED SCHOOL YEAR FOR SPECIAL ED STUDENTS - No Afterschool Program

**2018**

Preliminary

**VAUGHN****NEXT CENTURY LEARNING CENTER****2019**

Preliminary

July/julio 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						1
August/agosto 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						23
September/septiembre 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
						19
October/octubre 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						18
November/noviembre 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						19
December/diciembre 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						10

**JULY-JULIO**

1-31 Vacaciones de Verano  
 26-27 Entrenamiento de Maestros  
 28 Firma de Compactos  
 30-31 Entrenamiento de Maestros

**AUGUST-AGOSTO**

1 PRIMER DÍA DE ESCUELA  
 31 Día Mínimo

**SEPTEMBER-SEPTIEMBRE**

3 Día del Obrero-Día de Fiesta

**OCTOBER-OCTUBRE**

8-12 Vacaciones de Otoño

**NOVEMBER-NOVEMBER**

12 Día de los Veteranos-Día de Fiesta  
 21 Día Mínimo  
 22-23 Día de Dar Gracias-Días de Fiesta

**DECEMBER-DECIEMBRE**

14 Día Mínimo  
 17-31 Vacaciones de Invierno

**JANUARY-ENERO**

1-4 Vacaciones de Invierno  
 2-29 Escuela Para Educación Especial  
 8-29 Escuela con Horario Diferente  
 14 Martin Luther King Jr-Día de Fiesta

**FEBRUARY-FEBRERO**

18 Día de los Presidentes-Día de Fiesta

**MARCH-MARZO****APRIL-ABRIL**

15-19 Vacaciones de Primavera  
 21 Día De Pascua

**MAY-MAYO**

27 Memorial Day-Día de Fiesta

**JUNE-JUNIO**

14 Día Mínimo-Ultimo Día de Escuela

January/enero 2019						
S	M	T	W	Th	F	S
		1	SPED	SPED	SPED	5
6	SPED	ESY	ESY	ESY	ESY	12
13	14	ESY	ESY	ESY	ESY	19
20	ESY	ESY	ESY	ESY	ESY	26
27	ESY	ESY	30	31		
						1
February/febrero 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						19
March/marzo 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						21
April/abril 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						17
May/mayo 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22
June/junio 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
						10

	NO HAY CLASES (Días de Fiesta/Vacaciones/Entrenamiento de Maestros)	Total Days	180
	DIAS MINIMOS		
	DIAS EXTRAS (Horarios Diferente-No Hay Programa Despues de Escuela)		
	DIAS EXTRAS PARA ESTUDIANTES CON NECESIDADES ESPECIALES-No Hay Programa Despues de Escuela		



<b>Grade K</b>	<b>Subject</b>	<b>Minutes</b>	<b>Minimum Day</b>	<b>Subject</b>	<b>Minutes</b>	<b>Shortened Day</b>	<b>Subject</b>	<b>Minutes</b>
<b>Regular Day</b>								
<b>8:00-8:40</b>	<b>Breakfast</b>		<b>8:00-8:40</b>	<b>Breakfast</b>		<b>8:00-8:40</b>	<b>Breakfast</b>	
<b>8:40-10:05</b>	<b>ELA</b>	95	<b>8:40-10:05</b>	<b>ELA</b>	95	<b>8:40-10:05</b>	<b>ELA</b>	95
<b>10:10-10:30</b>	<b>Recess</b>		<b>10:10-10:30</b>	<b>Writing</b>	20	<b>10:10-10:30</b>	<b>Recess</b>	
<b>10:30-10:55</b>	<b>Writing</b>	25	<b>10:30-11:40</b>	<b>Math</b>	70	<b>10:30-10:55</b>	<b>Writing</b>	25
<b>10:55-11:10</b>	<b>Social Skills</b>	15	<b>11:40-12:20</b>	<b>Lunch</b>		<b>10:55-11:10</b>	<b>Social Skills</b>	15
<b>11:10-12:20</b>	<b>Math</b>	70				<b>11:10-12:20</b>	<b>Math</b>	70
<b>12:20-1:10</b>	<b>Lunch</b>					<b>12:20-1:15</b>	<b>Lunch</b>	
<b>1:10-1:50</b>	<b>Designated ELD</b>	40						
<b>1:50-2:20</b>	<b>Social Studies/ Science/Art</b>	30						
<b>TOTALS</b>		275				185		205
<b>Grade 1</b>	<b>Subject</b>	<b>Minutes</b>	<b>Minimum Day</b>	<b>Subject</b>	<b>Minutes</b>	<b>Shortened Day</b>	<b>Subject</b>	<b>Minutes</b>
<b>Regular Day</b>								
<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>	
<b>8:00-8:15</b>	<b>Morning Business</b>		<b>8:00-8:15</b>	<b>Morning Business</b>		<b>8:00-8:15</b>	<b>Morning Business</b>	
<b>8:15-9:45</b>	<b>ELA</b>	75	<b>8:15-9:45</b>	<b>ELA</b>	75	<b>8:15-9:45</b>	<b>ELA</b>	75
<b>9:45-10:05</b>	<b>Recess</b>		<b>9:45-10:05</b>	<b>Writing</b>	20	<b>9:45-10:05</b>	<b>Recess</b>	
<b>10:05-10:25</b>	<b>Writing</b>	20	<b>10:05-10:50</b>	<b>ELA</b>	45	<b>10:05-10:25</b>	<b>Writing</b>	20
<b>10:30-11:10</b>	<b>Enrichment</b>		<b>10:50-11:20</b>	<b>Lunch</b>		<b>10:30-11:10</b>	<b>ELA</b>	40
<b>11:15-12:05</b>	<b>Lunch</b>		<b>11:20-12:30</b>	<b>Math</b>	60	<b>11:15-12:05</b>	<b>Lunch</b>	

<b>12:05-1:05</b>	<b>Math</b>	60				<b>12:05-1:25</b>	<b>Math</b>	80
<b>1:05-1:45</b>	<b>STEM/Social Studies</b>	40						
<b>1:45-2:25</b>	<b>Designated ELD</b>	40						
<b>TOTALS</b>		235			200			215
<b>Grade 2</b>	<b>Subject</b>	<b>Minutes</b>	<b>Minimum Day</b>	<b>Subject</b>	<b>Minutes</b>	<b>Shortened Day</b>	<b>Subject</b>	<b>Minutes</b>
<b>Regular Day</b>								
<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>	
<b>8:00-9:20</b>	<b>Math</b>	80	<b>8:00-8:40</b>	<b>Designated ELD</b>	40	<b>8:00-8:50</b>	<b>PE</b>	50
<b>9:20-9:40</b>	<b>Recess</b>		<b>8:40-10:20</b>	<b>ELA</b>	100	<b>8:50-10:10</b>	<b>Math</b>	80
<b>9:40-10:20</b>	<b>PE/Art Music</b>		<b>10:20-10:50</b>	<b>Lunch</b>		<b>10:10-11:00</b>	<b>Lunch</b>	
<b>10:20-11:00</b>	<b>Social Studies</b>	40	<b>10:50-12:30</b>	<b>Math</b>	100	<b>11:00-11:40</b>	<b>Designated ELD</b>	40
<b>11:00-11:45</b>	<b>Lunch</b>					<b>11:40-12:50</b>	<b>ELA</b>	70
<b>11:50-12:30</b>	<b>Designated ELD</b>	40						
<b>12:30-1:10</b>	<b>STEM</b>	40						
<b>1:10-2:40</b>	<b>ELA</b>	90						
<b>TOTALS</b>		290			240			240
<b>Grade 3</b>	<b>Subject</b>	<b>Minutes</b>	<b>Minimum Day</b>	<b>Subject</b>	<b>Minutes</b>	<b>Shortened Day</b>	<b>Subject</b>	<b>Minutes</b>
<b>Regular Day</b>								
<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>		<b>7:00-8:00</b>	<b>Breakfast</b>	
<b>8:00-9:20</b>	<b>Designated ELD</b>	40	<b>8:00-8:40</b>	<b>Designated ELD</b>	40	<b>8:00-8:40</b>	<b>Designated ELD</b>	40
<b>9:20-9:40</b>	<b>Math</b>	80	<b>8:40-10:20</b>	<b>ELA</b>	100	<b>8:40-9:40</b>	<b>Math</b>	60
<b>9:40-10:20</b>	<b>Recess</b>		<b>10:20-11:00</b>	<b>Math</b>	40	<b>9:40-11:10</b>	<b>ELA</b>	90

10:20-11:00	STEM	40	11:00-11:30	Lunch		11:10-12:00	Lunch	
11:00-11:45	Social Studies	50	11:30-12:30	Math	60	12:00-12:50	PE	50
11:50-12:30	Lunch							
12:30-1:10	ELA	80						
1:10-2:40	PE/Art/Music							
TOTALS		290				240		
Grade 4	Subject	Minutes	Minimum Day	Subject	Minutes	Shortened Day	Subject	Minutes
Regular Day								
7:00-8:00	Breakfast		7:00-8:00	Breakfast		7:00-8:00	Breakfast	
8:00-8:10	Morning Business		8:00-8:10	Morning Business			Morning Business	
8:10-8:50	Designated ELD	40	8:10-8:50	Designated ELD	40	8:10-8:50	Designated ELD	40
8:50-9:50	ELA	60	8:50-11:00	ELA	130	8:50-9:50	ELA	60
9:50-10:10	Recess		11:00-11:30	Lunch		9:50-10:10	Recess	
10:10-11:20	Math	70	11:30-12:30	Math	60	10:10-11:20	Math	70
11:20-12:05	Lunch					11:20-12:05	Lunch	
12:05-1:00	ELA	55				12:05-1:10	ELA	65
1:05-1:55	PE/Computers/ 2nd Step							
1:55-2:50	Science/ Social Studies	55						
TOTALS		280				230		
Grade 5	Subject	Minutes	Minimum Day	Subject	Minutes	Shortened Day	Subject	Minutes
Regular Day								
7:00-8:00	Breakfast		7:00-8:00	Breakfast		7:00-8:00	Breakfast	

8:00-9:30	ELA	60	8:00-9:30	Math	60	8:00-9:30	ELA	60
9:30-9:50	Recess		9:30-10:30	ELA	60	9:30-9:50	Recess	
9:50-10:50	Math	60	10:30-11:00	Lunch		9:50-10:50	Math	60
10:50-11:30	Lunch		11:00-12:30	ELA	90	10:50-11:30	Lunch	
11:30-12:05	ELA	55				11:30-1:10	ELA	100
12:05-12:55	PE/2nd Step							
12:55-2:10	Science/ Social Studies	75						
2:10-2:50	Designated ELD	40						
TOTALS		270				210		220

**\*Please note that EL students participating in Designated ELD program in grades 6-8 will be scheduled into an English 3D course in lieu of one elective course. The sample schedules below will indicate “or English 3D” in place of an elective course to demonstrate a potential schedule pertaining to a middle school EL student.**

**6<sup>th</sup> Grade Learning POD Student Regular Day Schedule:**

POD 1	POD 2		
Advisory	Advisory	7:45 – 8:05	20 minutes
Physical Education	Science 6	8:09 – 9:02	53 minutes
History 6	Physical Education	9:06 – 9:59	53 minutes
Nutrition	Nutrition	9:59 – 10:11	12 minutes
English 6	Math 6	10:15 – 11:08	53 minutes
World Arts/Cultures or English 3D	History 6	11:12 – 12:05	53 minutes
Lunch	Lunch	12:05 – 12:50	45 minutes
Math 6	English 6	12:54 - 1:47	53 minutes
Science 6	Photography or English 3D	1:51 – 3:00	69 minutes
Total			370 minutes

**6<sup>th</sup> Grade Learning POD Student Shortened Day Schedule:**

POD 1	POD 2		
Advisory	Advisory	7:45 – 8:00	15 minutes
Physical Education	Science 6	8:03 – 8:43	40 minutes
History 6	Physical Education	8:46 – 9:26	40 minutes
English 6	Math 6	9:29 – 10:09	40 minutes
Nutrition	Nutrition	10:09 – 10:19	10 minutes
World Arts/Cultures or English 3D	History 6	10:22 – 11:02	40 minutes
Math 6	English 6	11:05 – 11:45	40 minutes
Science 6	Photography or English 3D	11:48 – 12:28	40 minutes
Lunch	Lunch	12:28 – 1:00	32 minutes
Total			270 minutes

**6<sup>th</sup> Grade Learning POD Student Block Day Schedule (DAY 1):**

POD 1	POD 2		
Advisory	Advisory	7:45 – 8:05	20 minutes
Physical Education	Science 6	8:09 – 9:59	110 minutes
Nutrition	Nutrition	9:59 – 10:11	12 minutes
English 6	Math 6	10:15 – 12:05	110 minutes
Lunch	Lunch	12:05 – 12:56	51 minutes
Math 6	English 6	1:00 – 3:00	120 minutes
Total			364 minutes

**6<sup>th</sup> Grade Learning POD Student Block Day Schedule (DAY 2):**

POD 1	POD 2		
Advisory	Advisory	7:45 – 8:05	20 minutes
History 6	Physical Education	8:09 – 9:59	110 minutes
Nutrition	Nutrition	9:59 – 10:11	12 minutes
World Arts/Cultures or English 3D	History 6	10:15 – 12:05	110 minutes
Lunch	Lunch	12:05 – 12:56	51 minutes
Science 6	Photography or English 3D	1:00 – 3:00	120 minutes
Total			364 minutes

**6<sup>th</sup> Grade Learning POD Student Minimum Day Schedule:**

POD 1	POD 2		
Advisory	Advisory	7:45 – 8:00	15 minutes
Physical Education	Science 6	8:03 – 8:38	35 minutes
History 6	Physical Education	8:41 – 9:16	35 minutes
English 6	Math 6	9:19 – 9:54	35 minutes
Nutrition	Nutrition	9:54 – 10:09	15 minutes
World Arts/Cultures or English 3D	History 6	10:12– 10:47	35 minutes
Math 6	English 6	10:50 – 11:25	35 minutes
Science 6	Photography or English 3D	11:28 – 12:03	35 minutes
Lunch	Lunch	12:03 – 12:30	27 minutes
Total			240 minutes

**Schedule for a 7<sup>th</sup> grade student Regular Schedule:**

Advisory	7:45 – 8:05	20 minutes
Period 1 – English 7	8:09 – 9:02	53 minutes
Period 2 – Math 7	9:06 – 9:59	53 minutes
Nutrition	9:59 – 10:11	12 minutes
Period 3 – Science 7	10:15 – 11:08	53 minutes
Period 4 – History	11:12 – 12:05	53 minutes
Lunch	12:05 – 12:50	45 minutes
Period 5 – Spanish/Music or English 3D	12:54 - 1:47	53 minutes
Period 6 – Physical Education	1:51 – 3:00	69 minutes
Total		370 minutes

**Schedule for a 7<sup>th</sup> grade student Shortened Day Schedule:**

Advisory	7:45 –8:00	15 minutes
Period 1 – English 7	8:03 – 8:43	40 minutes
Period 2 – Math 7	8:46 – 9:26	40 minutes
Period 3 – Science 7	9:29 – 10:09	40 minutes
Nutrition	10:09 – 10:19	10 minutes
Period 4 – History	10:22 – 11:02	40 minutes
Period 5 – Spanish/Music or English 3D	11:05 – 11:45	40 minutes
Period 6 – Physical Education	11:48 – 12:28	40 minutes
Lunch	12:28 – 1:00	32 minutes
Total		270 minutes



**Schedule for a 7<sup>th</sup> grade student Block Day Schedule:**

Advisory	7:45 – 8:05	20 minutes
Period 1/2 – English 7/Math 7	8:09 – 9:59	110 minutes
Nutrition	9:59 – 10:11	12 minutes
Period 3/4 – Science 7/ History	10:15 – 12:05	110 minutes
Lunch	12:05 – 12:56	51 minutes
Period 5/6 - Spanish/Music/ Physical Education or English 3D	1:00 – 3:00	120 minutes
Total		364 minutes

**Schedule for a 7<sup>th</sup> grade student Minimum Day Schedule:**

Advisory	7:45 – 8:00	15 minutes
Period 1 – English 7	8:03 – 8:38	35 minutes
Period 2 – Math 7	8:41 – 9:16	35 minutes
Period 3 – Science 7	9:19 – 9:54	35 minutes
Nutrition	9:54 – 10:09	15 minutes
Period 4 – History	10:12– 10:47	35 minutes
Period 5 – Spanish/Music or English 3D	10:50 – 11:25	35 minutes
Period 6 – Physical Education	11:28 – 12:03	35 minutes
Lunch	12:03 – 12:30	27 minutes
Total		240 minutes

**Schedule for an 8<sup>th</sup> grade student Regular Schedule:**

Advisory	7:45 – 8:05	20 minutes
Period 1 – English 8	8:09 – 9:02	53 minutes
Period 2 – Math 8	9:06 – 9:59	53 minutes
Nutrition	9:59 – 10:11	12 minutes
Period 3 – Science 8	10:15 – 11:08	53 minutes
Period 4 – US History	11:12 – 12:05	53 minutes
Lunch	12:05 – 12:50	45 minutes
Period 5 – Spanish/Music or English 3D	12:54 - 1:47	53 minutes
Period 6 – Physical Education	1:51 – 3:00	69 minutes
Total		370 minutes

**Schedule for an 8<sup>th</sup> grade student Shortened Day Schedule:**

Advisory	7:45 – 8:00	15 minutes
Period 1 – English 8	8:03 – 8:43	40 minutes
Period 2 – Math 8	8:46 – 9:26	40 minutes
Period 3 – Science 8	9:29 – 10:09	40 minutes
Nutrition	10:09 – 10:19	10 minutes
Period 4 – US History	10:22 – 11:02	40 minutes
Period 5 – Spanish/Music or English 3D	11:05 – 11:45	40 minutes
Period 6 – Physical Education	11:48 – 12:28	40 minutes
Lunch	12:28 – 1:00	32 minutes
Total		270 minutes

**Schedule for an 8<sup>th</sup> grade student Block Day Schedule:**

Advisory	7:45 – 8:05	20 minutes
Period 1/2 – English 8/Math 8	8:09 – 9:59	110 minutes
Nutrition	9:59 – 10:11	12 minutes
Period 3/4 - Science 8/ US History	10:15 – 12:05	110 minutes
Lunch	12:05 – 12:56	51 minutes
Period 5/6 - Spanish/Music/ Physical Education or English 3D	1:00 – 3:00	120 minutes
Total		364 minutes

**Schedule for an 8<sup>th</sup> grade student Minimum Day Schedule:**

Advisory	7:45 – 8:00	15 minutes
Period 1 – English 8	8:03 – 8:38	35 minutes
Period 2 – Math 8	8:41 – 9:16	35 minutes
Period 3 – Science 8	9:19 – 9:54	35 minutes
Nutrition	9:54 – 10:09	15 minutes
Period 4 – US History	10:12– 10:47	35 minutes
Period 5 – Spanish/Music or English 3D	10:50 – 11:25	35 minutes
Period 6 – Physical Education	11:28 – 12:03	35 minutes
Lunch	12:03 – 12:30	27 minutes
Total		240 minutes

**\*Please note that EL students participating in Designated ELD program in grades 9-12 will be scheduled into an English 3D course in lieu of one elective course. The sample schedules below will indicate “or English 3D” in place of an elective course to demonstrate a potential schedule pertaining to a high school EL student.**

**9<sup>th</sup> grade student**

**All Periods Regular Schedule - Monday & Friday**

<b>Warning Bell</b>	7:35 a.m.	
Advisory	7:45 – 8:28 a.m.	43 min.
Period 1: English 9	8:33 – 9:30 a.m.	57 min.
<b>Break</b>	9:30 – 9:45 a.m.	15 min.
Period 2: Math I	9:50 – 10:47 a.m.	57 min.
Period 3: Biology	10:52 – 11:49 p.m.	57 min.
<b>Lunch</b>	11:49 – 12:24 p.m.	35 min.
Period 4: Introduction to Engineering Design or English 3D	12:29– 1:26 p.m.	57 min.
Period 5: Introduction to Chinese	1:31 – 2:28 p.m.	57 min.
Period 6: Physical Education	2:33-3:30 p.m.	57 min.
<b>Totals</b>		<b>65 regular days of 405 minutes per day (including 20 minutes for passing) for a total of 26,325 minutes</b>

**Tuesday Shortened Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Period 1: English 9	8:30 – 9:07 a.m.	37 min.
Period 2: Math I	9:12 – 9:49 a.m.	37 min.
Period 3: Biology	9:54 – 10:31 a.m.	37 min.
<b>Break</b>	10:31 – 10:44 a.m.	13 min.
Period 4: Introduction to Engineering Designor English 3D	10:49– 11:26 p.m.	37 min.
Period 5: Introduction to Chinese	11:31 – 12:08 p.m.	37 min.
Lunch	12:08 – 12:43 p.m.	35 min.
Period 6: Physical Education	12:48 – 1:25 p.m.	37 min.
<b>Dismissal</b>	1:25 p.m.	
<b>Totals</b>		<b>38 shortened days at 282 minutes (including 20 minutes for passing) per day for a total of 10,716 minutes</b>

**Block Schedule – Wednesday & Thursday**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Block A (Per. 1 & 4): English 9/ Introduction to Engineering Design or English 3D	8:30 – 10:12 a.m.	102 min.
<b>Break</b>	10:12 – 10:27 a.m.	15 min
Block B (Per.2 & 5): Math 1/Introduction to Chinese	10:32 – 12:14 p.m.	102 min.
Lunch	12:14 – 12:49 p.m.	35 min.
Block C (Per. 3 & 6): Biology/Physical Education	12:54 – 2:36 p.m.	102 min.
Period 7: Yearbook	2:41 – 3:30 p.m.	49 min.
<b>Totals</b>	<b>70 block days</b>	<b>62 block days at 405 minutes (includes 10 minutes for passing per day for a total of 25, 110 minutes)</b>

**Minimum Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 7:57 a.m.	12 min.
Period 1: English 9	8:02 – 8:39 a.m.	37 min.
Period 2: Math 1	8:44 – 9:21 a.m.	37 min
Period 3: Biology	9:26 – 10:03 a.m.	37 min.
<b>BREAK</b>	10:03 -10:18 a.m.	15 min.
Period 4: Introduction to Engineering Design or English 3D	10:23 – 11:00 a.m.	37 min.
Period 5: Introduction to Chinese	11:05 – 11:42 a.m.	37 min.
Period 6: Physical Education	11:47 – 12:24 p.m.	37 min.
Lunch	12:24- 12:45 p.m.	21 min.
<b>Total</b>		<b>15 minimum days at 259 minutes (includes 25 minutes for passing) per day for a total of 3,885</b>

**10<sup>th</sup> grade student**

**All Periods Regular Schedule - Monday & Friday**

<b>Warning Bell</b>	7:35 a.m.	
Advisory	7:45 – 8:28 a.m.	43 min.
Period 1: English 10	8:33 – 9:30 a.m.	57 min.
<b>Break</b>	9:30 – 9:45 a.m.	15 min.
Period 2: Math II	9:50 – 10:47 a.m.	57 min.
Period 3: World Art	10:52 – 11:49 p.m.	57 min.
<b>Lunch</b>	11:49 – 12:24 p.m.	35 min.
Period 4: Principles of Engineering or English 3D	12:29– 1:26 p.m.	57 min.
Period 5: World History	1:31 – 2:28 p.m.	57 min.
Period 6: Chinese 2	2:33-3:30 p.m.	57 min.
<b>Totals</b>		<b>65 regular days of 405 minutes per day (including 20 minutes for passing) for a total of 26,325 minutes</b>

**Tuesday Shortened Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Period 1: English 10	8:30 – 9:07 a.m.	37 min.
Period 2: Math II	9:12 – 9:49 a.m.	37 min.
Period 3: World Art	9:54 – 10:31 a.m.	37 min.
<b>Break</b>	10:31 – 10:44 a.m.	13 min.
Period 4: Principles of Engineering or English 3D	10:49– 11:26 p.m.	37 min.
Period 5: World History	11:31 – 12:08 p.m.	37 min.
Lunch	12:08 – 12:43 p.m.	35 min.
Period 6: Chinese 2	12:48 – 1:25 p.m.	37 min.
<b>Dismissal</b>	1:25 p.m.	
<b>Totals</b>		<b>38 shortened days at 282 minutes (including 20 minutes for passing) per day for a total of 10,716 minutes</b>

**Block Schedule – Wednesday & Thursday**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Block A (Per. 1 & 4): English 10/Principles of Engineering or English 3D	8:30 – 10:12 a.m.	102 min.
<b>Break</b>	10:12 – 10:27 a.m.	15 min
Block B (Per.2 & 5): Math II/World History	10:32 – 12:14 p.m.	102 min.
Lunch	12:14 – 12:49 p.m.	35 min.
Block C (Per. 3 & 6): World Art/Chinese 2	12:54 – 2:36 p.m.	102 min.
Period 7: Associated Student Body	2:41 – 3:30 p.m.	49 min.
<b>Totals</b>	<b>70 block days</b>	<b>62 block days at 405 minutes (includes 10 minutes for passing per day for a total of 25, 110 minutes)</b>

**Minimum Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 7:57 a.m.	12 min.
Period 1: English 10	8:02 – 8:39 a.m.	37 min.
Period 2: Math II	8:44 – 9:21 a.m.	37 min
Period 3: World Art	9:26 – 10:03 a.m.	37 min.
<b>BREAK</b>	10:03 -10:18 a.m.	15 min.
Period 4: Principles of Engineering or English 3D	10:23 – 11:00 a.m.	37 min.
Period 5: World History	11:05 – 11:42 a.m.	37 min.
Period 6: Chinese 2	11:47 – 12:24 p.m.	37 min.
Lunch	12:24- 12:45 p.m.	21 min.
<b>Total</b>		<b>15 minimum days at 259 minutes (includes 25 minutes for passing) per day for a total of 3,885</b>

# 11<sup>th</sup> grade student

## All Periods Regular Schedule - Monday & Friday

<b>Warning Bell</b>	7:35 a.m.	
Advisory	7:45 – 8:28 a.m.	43 min.
Period 1: Accelerated Math III	8:33 – 9:30 a.m.	57 min.
<b>Break</b>	9:30 – 9:45 a.m.	15 min.
Period 2: AP English Language	9:50 – 10:47 a.m.	57 min.
Period 3: Chemistry	10:52 – 11:49 p.m.	57 min.
<b>Lunch</b>	11:49 – 12:24 p.m.	35 min.
Period 4: AP U.S. History	12:29– 1:26 p.m.	57 min.
Period 5: Chinese 3	1:31 – 2:28 p.m.	57 min.
Period 6: Aerospace Engineering or English 3D	2:33-3:30 p.m.	57 min.
<b>Totals</b>		<b>65 regular days of 405 minutes per day (including 20 minutes for passing) for a total of 26,325 minutes</b>

## Tuesday Shortened Day Schedule

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Period 1: Accelerated Math III	8:30 – 9:07 a.m.	37 min.
Period 2: AP English Language	9:12 – 9:49 a.m.	37 min.
Period 3: Chemistry	9:54 – 10:31 a.m.	37 min.
<b>Break</b>	10:31 – 10:44 a.m.	13 min.
Period 4: AP U.S. History	10:49– 11:26 p.m.	37 min.
Period 5: Chinese 3	11:31 – 12:08 p.m.	37 min.
Lunch	12:08 – 12:43 p.m.	35 min.
Period 6: Aerospace Engineering or English 3D	12:48 – 1:25 p.m.	37 min.
<b>Dismissal</b>	1:25 p.m.	
<b>Totals</b>		<b>38 shortened days at 282 minutes (including 20 minutes for passing) per day for a total of 10,716 minutes</b>

### **Block Schedule – Wednesday & Thursday**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Block A (Per. 1 & 4): Accelerated Math III/AP U.S. History	8:30 – 10:12 a.m.	102 min.
<b>Break</b>	10:12 – 10:27 a.m.	15 min
Block B (Per.2 & 5): AP English Language/Chinese 3	10:32 – 12:14 p.m.	102 min.
Lunch	12:14 – 12:49 p.m.	35 min.
Block C (Per. 3 & 6): Chemistry/Aerospace Engineering or English 3D	12:54 – 2:36 p.m.	102 min.
Period 7: HOPE	2:41 – 3:30 p.m.	49 min.
<b>Totals</b>	<b>70 block days</b>	<b>62 block days at 405 minutes (includes 10 minutes for passing per day for a total of 25, 110 minutes)</b>

### **Minimum Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 7:57 a.m.	12 min.
Period 1: Accelerated Math III	8:02 – 8:39 a.m.	37 min.
Period 2: AP English Language	8:44 – 9:21 a.m.	37 min
Period 3: Chemistry	9:26 – 10:03 a.m.	37 min.
<b>BREAK</b>	10:03 -10:18 a.m.	15 min.
Period 4: AP U.S. History	10:23 – 11:00 a.m.	37 min.
Period 5: Chinese 3	11:05 – 11:42 a.m.	37 min.
Period 6: Aerospace Engineering or English 3D	11:47 – 12:24 p.m.	37 min.
Lunch	12:24- 12:45 p.m.	21 min.
<b>Total</b>		<b>15 minimum days at 259 minutes (includes 25 minutes for passing) per day for a total of 3,885</b>



**12<sup>th</sup> grade student****All Periods Regular Schedule - Monday & Friday**

<b>Warning Bell</b>	7:35 a.m.	
Advisory	7:45 – 8:28 a.m.	43 min.
Period 1: AP Calculus	8:33 – 9:30 a.m.	57 min.
<b>Break</b>	9:30 – 9:45 a.m.	15 min.
Period 2: AP English Literature	9:50 – 10:47 a.m.	57 min.
Period 3: Gov/Econ	10:52 – 11:49 p.m.	57 min.
<b>Lunch</b>	11:49 – 12:24 p.m.	35 min.
Period 4: Engineering Design and Development or English 3D	12:29– 1:26 p.m.	57 min.
Period 5: Chinese 4	1:31 – 2:28 p.m.	57 min.
Period 6: Biotech	2:33-3:30 p.m.	57 min.
<b>Totals</b>		<b>65 regular days of 405 minutes per day (including 20 minutes for passing) for a total of 26,325 minutes</b>

**Tuesday Shortened Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Period 1: AP Calculus	8:30 – 9:07 a.m.	37 min.
Period 2: AP English Literature	9:12 – 9:49 a.m.	37 min.
Period 3: Gov/Econ	9:54 – 10:31 a.m.	37 min.
<b>Break</b>	10:31 – 10:44 a.m.	13 min.
Period 4: Engineering Design and Development or English 3D	10:49– 11:26 p.m.	37 min.
Period 5: Chinese 4	11:31 – 12:08 p.m.	37 min.
Lunch	12:08 – 12:43 p.m.	35 min.
Period 6: Biotech	12:48 – 1:25 p.m.	37 min.
<b>Dismissal</b>	1:25 p.m.	
<b>Totals</b>		<b>38 shortened days at 282 minutes (including 20 minutes for passing) per day for a total of 10,716 minutes</b>

### **Block Schedule – Wednesday & Thursday**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 8:25 a.m.	40 min.
Block A (Per. 1 & 4): AP Calculus/ Engineering Design and Development or English 3D	8:30 – 10:12 a.m.	102 min.
<b>Break</b>	10:12 – 10:27 a.m.	15 min
Block B (Per.2 & 5): AP English Literature/ Chinese 4	10:32 – 12:14 p.m.	102 min.
Lunch	12:14 – 12:49 p.m.	35 min.
Block C (Per. 3 & 6): Gov/Econ / Biotech	12:54 – 2:36 p.m.	102 min.
Period 7: Associated Student Body	2:41 – 3:30 p.m.	49 min.
<b>Totals</b>	<b>70 block days</b>	<b>62 block days at 405 minutes (includes 10 minutes for passing per day for a total of 25, 110 minutes</b>

### **Minimum Day Schedule**

<b>Warning Bell</b>	7:35 a.m.	
<b>Advisory</b>	7:45 – 7:57 a.m.	12 min.
Period 1: AP Calculus	8:02 – 8:39 a.m.	37 min.
Period 2: AP English Literature	8:44 – 9:21 a.m.	37 min
Period 3: Gov/Econ	9:26 – 10:03 a.m.	37 min.
<b>BREAK</b>	10:03 -10:18 a.m.	15 min.
Period 4: Engineering Design and Development or English 3D	10:23 – 11:00 a.m.	37 min.
Period 5: Chinese 4	11:05 – 11:42 a.m.	37 min.
Period 6: Biotech	11:47 – 12:24 p.m.	37 min.
Lunch	12:24- 12:45 p.m.	21 min.
<b>Total</b>		<b>15 minimum days at 259 minutes (includes 25 minutes for passing) per day for a total of 3,885</b>

## Instructional Days and Minutes 2017-18

	Reg Min	# Reg Days	Subtotal (B*C)	Min	# Min Days	Subtotal	Short Min	#Short Days	Subtotal	Total	Required	Excess
TK	310	118	36,580	230	15	3,450	245	47	11,515	51,545	36,000	15,545
K	310	118	36,580	230	15	3,450	245	47	11,515	51,545	36,000	15,545
Gr. 1	320	118	37,760	240	15	3,600	255	47	11,985	53,345	50,400	2,945
Gr. 2-3	335	118	39,530	240	15	3,600	240	47	11,280	54,410	50,400	4,010
Gr. 4-5	350	118	41,300	240	15	3,600	250	47	11,750	56,650	54,000	2,650
Gr. 6-8	370	100	37,000	240	5	1,200	270	63	17,010	59,578	54,000	5,578
Block	364	12	4,368									
Gr. 9-12	405	58	23,490	259	15	3,885	282	45	12,690	65,175	64,800	375
Block	405	62	25,110									
(excludes recess/nutrition/lunch, transition periods between classes and nutrition/lunch)												

INSTRUCTIONAL MINUTES	Required by Law	
	K	36,000
	Gr. 1-3	50,400
	Gr. 4-8	54,000
	Gr. 9-12	64,800

## TEACHER RECRUITMENT

### Staff Selection

Our Personnel Subcommittee members, who are members of the Business Committee, coordinate all selection and employment procedures for certificated personnel.

1. Full Personnel Subcommittee
  - Research and establish job descriptions, qualifications, and compensations
  - Assure equal opportunities and open process
  - Announce openings
2. Search Team (an administrator and Personnel Subcommittee Chairperson)
  - Recruit applicants through various means (website posting including EDJoin, university contacts, job fair, school website, etc.)
  - Request resumes, copies of credentials, and letters of reference
  - Verify previous employment and references

- Form a pool of potential candidates to be invited for interviews
- 3. Interview Team (members of the Personnel Subcommittee representing the grade level where openings occur, two administrators)
  - Review candidates' files and portfolios.
  - Interview candidates.
- 4. Lesson Demo Team (Personnel Subcommittee Chairperson, an administrator, 2 teacher members with grade level/subject expertise)
  - Observe demonstration lessons by candidates
  - Make selection recommendations to Personnel Subcommittee
- 5. Background check and Processing (Administrator responsible for human resources and Business Manager)
  - Review completed employment packet (e.g. W4, I9, etc.)
  - Check finger printing and criminal record clearance, legal status, teaching credential, employment documents, medical clearance, certification of adherence to child abuse reporting requirement and drug-free environment requirement
  - Rate-in and determine compensation
  - Offer contract
  - Establish time reporting (hand-punch identification)
  - Issue benefit packet

### **Staff Assignment and Preparation**

Vaughn currently has a sufficient number of highly qualified teachers and staff to carry out our goals and vision. Vaughn has established clear employment policies and practices related to qualification requirements of staff. All contracted teachers must meet the requirements set forth in regulations legislation and the Williams legislation.

A new hire orientation is held for all new staff prior to the beginning of a new school year. The Human Resources administrator meets individually with each new hire to review school and mandated policies. Staff work in collaborative teams to ensure uniform practices, curriculum and expectations are aligned for all learners.

### **Induction activities:**

- July – New teacher orientation is scheduled to discuss and review Vaughn's evaluation rubric on teaching standards and the Peer Assistance Review System (PAR).
- End of July – 3 pupil-free days are scheduled and a teacher retreat is held focusing on the goals set by the administrative team and guiding committees. Staff development focused on identified school needs is provided in addition to allowing time for teachers to work in teams and/or departments to develop annual curriculum planning including pacing plans.

### **Ongoing professional development activities:**

- New teachers form a TLC (Teacher Learning Community) Network and receive monthly staff development training. In addition and as needed, new teachers are given opportunities to use substitute release hours for observation, learning walks, BTSA training or for attendance at PD offered outside or at Vaughn. Verify validity
- New teachers participate in ongoing team planning scheduled at least once a week.
- New teachers participate in grade level/department planning scheduled at least twice a month.
- Instructional supervision and support is provided by a member of the administrative team **on a consistence basis** (one administrator is responsible to supervise and mentor 11-24 teachers). In addition, each new teacher is assigned a peer mentor who provides support in the areas of planning and preparation, classroom environment, classroom management, instruction, and professional responsibilities.
- BTSA training is provided in partnership with LACOE with Vaughn providing the mentors

### **Paraprofessionals /Supervision Assistants**

Vaughn employs paraprofessionals who fulfill the key role of assisting teachers in supporting and extending the instructional program by conducting small group instruction. We also employ campus aides who assist in maintaining a safe and nurturing environment and in supporting school/community relationships. Additionally, our paraprofessionals and campus aides support teachers in maintaining discipline and in encouraging and supporting positive student behavior.

#### Instructional Volunteers

- Student Teachers: California State University Northridge (CSUN) places student teachers at our school each semester. The student teachers partner with an exemplary mentor teacher who provides the guidance and support they need to become a successful educator. A significant percentage of student teachers are hired by Vaughn once they have completed their credential requirements.
- University Counseling and MSW Interns: CSUN and USC place interns who partner with our counselors and psychologists to provide small group/individual counseling sessions, interviews, and observations and to support school/community needs.
- Chinese visiting scholars – Chinese visiting scholars offer Vaughn the sharing exchange of instructional techniques and practices along with lessons in Chinese language and the arts.

### **Defining and Understanding Practices/Relationships**

Vaughn provides a teacher handbook to all new teachers. This handbook includes school policies, as well as operational and organizational matters. In addition, Vaughn has developed a comprehensive staff evaluation process, the “Peer Assistance Review System (PAR)”.

## *Evaluation based on Skills and Knowledge*

### **PROFESSIONAL DEVELOPMENT**

Vaughn has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter and LCAP. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Houghton Mifflin Harcourt, McGraw-Hill, LACOE (LA County of Education), VCOE (Ventura County of Education), ISSN (International Studies Schools Network, through Asia Society) CSUN, UCLA) and is implemented and monitored as follows:

#### **Ongoing Professional Development**

- Annual staff development calendar - Vaughn designs the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and shortened days (Tuesdays) for governance committees and staff development purposes.
- Individualized professional growth opportunities – These are provided based on individual teacher’s needs as indicated on their PAR (Peer Assistance Review) evaluation results. Each administrator and peer evaluator provides on-going one-on-one assistance, training and monitoring. Beginning teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.
- Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with CSUN which provides long-term, on-going staff development opportunities and mentoring for both administrators and teachers. The Center for Teaching and Learning from California State University, Northridge (CSUN) annually provides our staff with professional development and coaching aligned to our identified PD needs. As part of our partnership, CSUN also invites our staff to all of their lecture series and trainings offered by distinguished scholars and staff. ISSN provides intensive staff coaching annually to our high school, middle school teachers and elementary teachers.
- Data Teams – Vaughn’s administrators meet at the beginning of the school year to disaggregate standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. These reviews are utilized to guide and direct long-term and short term planning of curricular goals. In addition, teachers and administrators meet on Tuesdays during scheduled shortened days and at grade level/departments meetings to disaggregate internal assessment data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement.

- Travel study – Administrators, teachers, support staff and students are provided opportunities through the Vaughn Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students gain global competency and explore new perspectives through student exchange programs and first-hand observation.
- Professional development agendas are initiated by the following groups:
  - Curriculum and Instruction Committee – review school-wide student needs, survey and collect teacher input, survey parents.
  - Curriculum Team- develops school-wide staff development calendar, develops focus areas after analyzing input from administrative team and curriculum committee.
  - Administrative Team - analyze student achievement data (formal and informal), analyze PAR (Peer Assistance Review) results, identify individual and grade level needs.
  - Support Staff Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, as well as analyze family and community needs.

### **Supervision and Evaluation**

Vaughn’s supervision and evaluation procedures have produced effective educators. Vaughn defines an effective educator as one who can consistently help students grow academically, meet grade level standards and beyond. Vaughn believes that substantial incentive pay and high quality professional development can raise the level of effectiveness and thus accelerate student achievement growth rate.

Teachers realized that the Charlotte Danielson’s Framework of professional standards was not completely aligned with our emerging needs. Beginning 2009-2010, the PAR (Peer Assistance Review) Team, with full participation of representatives of teachers, site administrators and support personnel began to make significant revision of the descriptive rubrics by rewriting and refining them to assure they are evidence and behavior-based. These rubrics continue to be revised to include new standards and best practices that are expected to be implemented and which staff has received training on.

Professional development/learning definitely has had a positive impact on teacher quality as measured by teacher evaluation. Vaughn believes that substantial incentive pay and high quality

professional development can raise the level of effectiveness and thus accelerate student achievement growth rate.

Vaughn's salary schedule rewards teacher education, not only by their teaching credentials and formal degrees, but also through units of education beyond the bachelor's degree and professional development courses. The salary schedule is based on the years of experience, units of study, and teacher performance (performance based pay).

<b>Positions</b>	<b>Evaluation Tools</b>	<b>Evaluators</b>
Executive Director	Specific evaluation matrix	Board of Directors
Administrators & Curriculum Coordinators	Specific evaluation matrix	Executive Director and Peer Reviews
Teachers	Specific evaluation matrix	Supervising Campus Directors and Peer Review
Certificated Guidance (Psychologists, Counselors, Social Worker)	Specific evaluation matrix	Supervising Campus Directors and Peer Review
Part-time Instructional Staff (Teacher Assistants, Behavior Interventions Assistants, After School Staff)	Specific evaluation matrix	Supervising Staff Member and Peer Review
Classified, Management (Clerical, Maintenance, Food Services)	Specific evaluation matrix	Executive Director, Campus Directors, and Peer Review
Classified, non-management (Clerical, Maintenance, Food Services)	Specific evaluation matrix	Supervising Managers and Peer Review
Other Classified (Case Manager, Family Center Advocates, etc.)	Specific evaluation matrix	Campus Directors and Peer Review



### Example of K-12 Teacher Performance Pay Plan

	Performance pay	Elementary (K-5)	Secondary (6-12)
Base pay (Years of experience, post-graduate units, longevity pay)	\$50,234-\$76,301		
Individual Teacher Skills/Knowledge	\$1,000 -\$6,550	Evaluation rubric Scored by Self, Peer Reviewer, Administrator	Evaluation rubric Scored by Self, Peer Reviewer, Administrator
Individual/group – other student outcomes	\$500-\$1,000	Student attendance	Student attendance
Schoolwide student achievement and graduation rate	\$3,000	Graduation Rate Student growth based on statewide assessment (SBAC) Increase in the average point difference for English Learner subgroup	Graduation Rate Student growth based on statewide assessment (SBAC) Increase in the average point difference for English Learner subgroup
Expertise, additional duties	\$500-\$2,500		
Intersession	\$2,550-\$5,100	Extended School Year (January)	Extended School Year (January) Summer School (June)
Maximum Earnings	\$94,451		

In addition to base pay, salary units for continuing their education, and career-increment longevity pay, contracted teachers may earn additional wages for the following:

1. Skills and Knowledge Pay - Vaughn pays contracted staff for the knowledge and skill they demonstrate in the following domains: planning and preparation, the classroom environment, instruction, and professional responsibility.
2. Contingency-based pay - Teachers can earn extra bonus for achieving certain goals, such as student attendance.
3. Student Academic Growth Pay
  - a. Schoolwide - Achievement targets and graduation rate are established using growth target set by the State.
  - b. Individual Teacher/Teaching Team – Student achievement growth based on specific benchmarks set by Vaughn.
4. Expertise compensation - Teachers in leadership roles including committee chairs, clan leaders, faculty chairs, peer reviewers, gate coordinators, emergency coordinators, leadership roles, advanced placement classes, band directors, drama coaches, and athletic coaches receive additional stipends.

## **PROFESSIONAL DEVELOPMENT PLAN 2017-2020**

### **Differentiated Instruction to Meet the Needs of All Learners**

Vaughn's professional development plan for 2017-18 focuses primarily on the area of Differentiated Instruction, and, in particular, on the development and integration of strategies and techniques that will continue to enable faculty to meet the unique needs of a very diverse population of learners. Understanding the Differentiated Instruction (DI) is broad in scope, Vaughn has elected to approach PD in this area through a cyclical "strand" of workshops and dedicated time for collaborative planning and reflective protocols. Vaughn's instructional leaders have worked to align internal DI workshops and protocols to both the needs identified through an analysis of student performance data and through consistent feedback from classroom teachers. Questions such as, "How can I use technology as a tool for differentiation," "How can I better adapt instruction to serve students performing below and, in some cases, above grade level standards in the same classroom (in particular in Mathematics?)," and "What concrete practices can I employ that will allow me to ensure that students can access and understand my content, regardless of language fluency (EL, RFEP, EO)," among others, will serve as focal points throughout the 2017-18 DI PD strand.

### **ELD/Academic Language Development/Supporting English Learners**

Vaughn's Chief Academic Officer, EL Coordinator, the Elementary and Middle School Curriculum Coordinators, and the Primary Center and Upper Elementary Lead Teachers will attend the "Leading and Coaching Integrated and Designated Academic ELD" PD series, sponsored by LACOE, throughout Fall 2017 and Winter 2018. All Vaughn participants will attend three full-day workshops, facilitated by Dr. Kate Kinsella, on 09/11/17, 11/06/17, and 01/16/18. As the solid majority of English Learners and "At Risk" EL students are enrolled in grades K-5, Vaughn's two elementary Lead Teachers will attend three additional full-day workshops, aligned to the aforementioned PD series, with a focus on further coaching and classroom implementation. Tools and instructional strategies gained from this PD series will be modeled/shared with classroom teachers and school-site administrators via grade level articulation meetings, department meetings, and shortened-day Tuesday PD throughout the school-year. In addition, Vaughn will continue to support the implementation of Cooperative Learning, supported by Kagan Professional Development, to promote structured and frequent opportunities for academic language development. In 2016-17, Vaughn invested heavily in Cooperative Learning by ensuring that new teachers received Kagan's Cooperative Learning Day 1 training, while returning/veteran teachers attended the Cooperative Learning Day 2 or 3 workshops (depending on past experience). In 2017-18, Vaughn will once again partner with Kagan to ensure that all new teachers attend the Cooperative Learning Day 1 training. Vaughn has contracted with Houghton Mifflin Harcourt (HMH) to provide at least one full day of on-site professional development and two days of in-class instructional coaching to support teachers, administrators, and support staff directly responsible for the implementation of the English 3D program. This initial round of professional development will take place throughout Fall 2017, and a second round of PD and instructional coaching will be scheduled in Spring 2018.

## Technology Integration and Digital Literacy

Vaughn continues to develop internal capacity relative to instructional technology. In 2016-17, Vaughn rolled-out phase 1 of a 1:1 device initiative by deploying Chromebook carts to each 4th and 5th grade classroom. Vaughn contracted with EdTechTeam, a vendor specializing in instructional technology training and support for K-12 educators, and all 4th and 5th grade faculty participated in a ½ day Google Apps for Education (GAFE) on site at the upper-elementary campus. In August 2017, Vaughn's continued onward to phase 2 of the 1:1 initiative, and Chromebook carts are now accessible across disciplines for all 6th and 7th grade students, while nearly all 8th grade students have access to either Chromebooks, Ipads, or desktops throughout the school-day. EdTechTeam was contracted for two full-day workshops to kick off 2017-18, with one focusing on initial GAFE training for middle school teachers, while 4th and 5th grade teachers received an advanced GAFE training that focused more heavily upon Google Classroom, formative assessment using Google Forms, and encouraging student collaboration via other Google tools, such as Google Docs, Google Spreadsheets, etc. In addition, all 5th grade classrooms, as well as select 4th grade classrooms, received mobile 70-inch interactive boards, both to support a more flexible classroom environment and to allow for the seamless integration of internet resources, teacher created presentations, vendor and 3rd party adopted instructional materials, and other visual aids. Training has been scheduled on October 30th, 2017, and all teachers in possession of one of these interactive boards will participate in this professional development. In addition to hardware, faculty and staff have also received professional development relative to software programs that are integral to the instructional program and to parent/student communication. In September 2017, representatives from each elementary school site, in addition to all middle and high school teachers, received training in Aeries Loop, a new parent/student communication platform that connects directly to the school-wide Aeries SIS. Teachers were provided with guidance that would allow them to communicate with parents via email in the preferred home language, to readily update parents on student performance via shared gradebook access, and to send out pre-scheduled reminders or updates regarding important class/school related events.

Furthermore, a contingent of teachers, instructional leaders, interventionists, paraprofessionals, and resource specialists participated in NWEA MAP Skills training via a full-day on site workshop at the outset of the 2017-18 school-year. The NWEA MAP Skills software platform integrates with NWEA MAP Growth, which serves as Vaughn's internal formative assessment system. In particular, the NWEA MAP Skills training focused primarily on the adaptive Math program, which can be used as an RTI solution, as targeted Tier II support, or as a means by which to accelerate students that are performing above grade level in Mathematics. This software program is currently in use at the middle and high school sites as a Math Development RTI solution, while 4th and 5th grade teachers are piloting the software with a GATE cluster that has demonstrated above grade level performance in Mathematics. All K-1 teachers participated in training with a technology specialist from Code.org in 2016-17, as our Primary Center teachers piloted Coding as an element of the STEaM program, throughout the 16-17 school-year. During the 2017-18 summer retreat, all Vaughn 2nd and 3rd grade teachers, as well as select staff from grades K-1 and 4-5,

participating in a new round of training from Code.org, as the 2nd and 3rd grade STEaM lab opened in August 2017. Teachers were provided with a full-day workshop addressing the Code.org online curriculum, teacher platform, student progress tracking, and how to encourage students to reflect on the Standards of Mathematical Practice (SMPs) while engaged in coding activities. The 2nd grade cohort of 2017-18 will be the first group of students to have entered their 2nd year of coding as an element of the elementary STEaM program. Vaughn's technology subcommittee is currently engaged in discussions surrounding Google Certification for Educators, which is an online, self-directed, low-cost certification program designed to encourage classroom teachers to continue developing in their technological skills and abilities relative to instructional technology integration. The committee is currently considering incentives and means by which Vaughn teachers may be encouraged to pursue this certification.

## NGSS/STEAM

Vaughn continues to incrementally roll-out NGSS through targeted training, internal capacity building, and on/off site workshops and conferences. In June 2017, 25 elementary teachers representing small teachers teams from grades K-5 participated in an extensive 3-day Teacher Educator Institute provided by Engineering is Elementary (EiE). In the absence of CA state adopted science materials aligned to NGSS, Vaughn continues to seek transitional materials that will allow teachers to design, implement, and reflect upon lessons/units of study that are aligned to the new CA Science Framework and that incorporate key elements of NGSS, including cross-cutting concepts, engineering practices, etc. At the elementary level, EiE serves both as a bridge to support NGSS implementation, and the curriculum serves as a key element of our K-5 STEaM program. In addition, Vaughn has continued to invest significantly in CTE college/career pathways in Engineering and Biomedical Science. One Engineering teacher and one Biomed teacher were sent to a two-week training provided by Project Lead the Way, which serves as the primary pathway curriculum for both the middle and high school CTE pathway courses.

On August 29th, 30th and September 1st, 2017, Vaughn contracted with the International Studies Schools Network to provide time, resources, and instructional coaching for over 40 teachers representing grades K-12. Of this cohort, nearly half were identified as "capacity builders," meaning that these individuals had been identified as "teacher leaders" that continue to receive training not only addressing pedagogy and content development, but also "trainer of trainers" resources relative to instructional coaching across disciplines and grade levels. For elementary and secondary Science teachers participating in this training, NGSS aligned units/projects were developed and targeted for implementation in 2017-18. A second round of this training will take place in February 2018.

Moreover, Vaughn's Resources and Instruction subcommittee has elected to focus primarily on supporting the continued roll-out of NGSS across the K-12 spectrum for 2017-18. This committee, comprised of teachers and instructional leaders from elementary and secondary campuses, is engaged in: 1) researching and recommending transitional curricular materials

aligned to NGSS 2) seeking out professional development opportunities and support providers that will provide targeted workshops and training addressing NGSS and the CA Science Framework and 3) assisting with the development and implementation of PD designed to create a common understanding of NGSS instructional shifts across the K-12 continuum.  
Targeted Instructional Practices

### Project Based Learning

Vaughn continues to maintain a long-standing relationship with the International Studies Schools Network, and, as mentioned in previous sections relative to STEAM, NGSS, and Science, Vaughn contracts with ISSN to provide time, resources, and at least 7-8 instructional coaching days for teachers representative of the TK-12 span and from all disciplines. The goals for each of these coaching days are as follows: 1) provide time and training to build teacher understanding of Project Based Learning 2) capitalize on opportunities to collaborate with grade level and/or department peers within or across content disciplines 3) encourage the development of authentic, real-world units of study that incorporate the critical elements of Project Based Learning not only as a product of learning, but rather as a vehicle and process by which learning will occur 4) provide intensive coaching with access to an experienced Instructional Coach, Vaughn Instructional Leaders (Curriculum Coordinators and Lead Teachers), and Vaughn Peer Mentors (Vaughn teachers with considerable experience in PBL). In addition to ISSN coaching days on August 29<sup>th</sup>, 30<sup>th</sup>, and September 1<sup>st</sup>, 2017, additional on-site instructional coaching days have been scheduled for February 12<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup>, 2018. Outside of the opportunities afforded for PBL unit development associated with ISSN coaching, PBL is a valued and evaluated element within Vaughn's Peer Assistance and Review (PAR) rubric. At least 1 shortened Tuesday each month consists of 1.5-2 hours of planning time wherein teachers are afforded the opportunity to engage in project development and/or to collaborate with peers, departments, or grade level teams to jointly create or revise project based learning experiences. This cycle of Fall/Spring instructional coaching and protected time for project development and collaboration on shortened Tuesdays will continue into the new charter term.

1. **Student Centered Cooperative Learning:** Structured, purposeful opportunities for all students to engage in academic conversations to support language development, content acquisition, conceptual understanding and inquiry, and student reflection.
  - a. As evidenced by: Implementation of Kagan structures (or modified versions thereof), opportunities for 100% student engagement, and strategic seating and grouping of students to facilitate cooperative learning structures
2. **Integrated and Designated ELD and Academic Language Development:** Explicit teaching of English language development integrated across academic disciplines, and, when appropriate, designated ELD that is aligned to adopted programs (K-5 Wonders, 6-12 English 3D).
  - . As evidenced by: Clearly posted content and language objectives, Tier II and III vocabulary development that is supported by classroom features such as Word Walls, and use of/reference to sentence frames to support written/verbal student responses

3. **Strategic Technology Integration:** Integration of technology across disciplines and instructional programs to support efforts to purposefully differentiate instruction, to enhance student engagement, and to support the development of 21st century skills and digital literacy.

. As evidenced by: Delivery, consumption, and/or exploration of academic content/concepts via technology, such as SMART Boards/Promethean Boards/Interactive Projectors, iPads, Chromebooks, Desktop PCs, etc.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **ENGLISH LEARNERS**

Vaughn has adopted its own English Learner Master Plan. The Master Plan was developed to ensure that all English Learners at Vaughn attain optimal linguistic and academic success. Vaughn identifies potential English Learner students upon entering school and provides them with an effective English acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are based on sound educational theory; are supported by trained teachers and appropriate materials and resources; and are periodically evaluated to make sure the program is successful.

Vaughn properly identifies, assesses, and reports all students who have a primary language other than English.

1. A home language survey (HLS) is used at the time of initial enrollment to help determine the student's primary language
2. Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the ELPAC. The assessment is conducted following all of the publisher's protocols and instructions.
3. Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are also notified of their child's English language proficiency assessment results.

All school site administrators monitor EL student progress at their respective campuses throughout the year to see if standards and/or criteria have been met. Vaughn has an EL coordinator that is responsible for the monitoring of ELs in conjunction with site coordinators. Analysis is made after every grading period and after CELDT/ELPAC and state results are received to see if EL students have met the criteria to be reclassified. The assigned administrator is responsible for handling and reviewing all RFEP candidates and of ensuring that all criteria have been met and that all associated documentation and communication have been completed.

Criteria Used for Reclassification - Vaughn reclassifies a pupil from English Learner classification to fluent English proficient by following multiple criteria that are identified in the

California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification is:

Required Criteria (California Education Code Section 313[d])	Criteria
English Language Proficiency Assessment (CELDT/ELPAC)	Overall early advanced or advanced with no domain scores lower than the intermediate level
Comparison of Performance in Basic Skills	<u>Grades K-2:</u> NWEA Fall 40 <sup>th</sup> Percentile in Reading, Language Usage (2 <sup>nd</sup> grade only) OR Universal Screeners (Benchmark or above in all measures) <u>Grades 3-12:</u> SRI Basic or Above, OR NWEA 40th Percentile in both Reading and Language Usage OR Must score Standard Met or Exceeded in English Language Arts on the SBAC
Teacher Evaluation	*Elementary (Grades K-5) students must receive a language arts average grade of 2.5 or above on report card *Secondary (Grades 6-12) students must receive a grade of C or above in English. <b>Note:</b> STUDENTS WITH BELOW A C CAN BE RECLASSIFIED WITH TEACHER RECOMMENDATION.(Please attach supporting documentation)
Parental Opinion and Consultation	The parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student

Academic language is continuously developed and explicitly taught as its own area of study within all subject areas. It is further developed through the English/ language arts team-teaching program during the regular instructional day and across all subject/content areas. Lesson plans for all grades/content areas are required to incorporate both content and language objectives. Word Walls, Theme Walls and Concept Mapping are also required strategies to be used when instructing EL students.

Vaughn provides newcomers with additional support including after school tutoring, small group instruction and pull-out instruction, one-to-one coaching and other extended learning opportunities. Instructional delivery techniques emphasize the use of sheltered content instruction (SDAIE) and acceleration in academic literacy. SDAIE strategies are an essential component of our plan to address ELD and professional development targeting instructional

supports for all students, inclusive of both integrated and designated ELD, as they strive to develop both basic and advanced literacy levels. These strategies include but are not limited to:

- Effective use of contextual clues
- Simplifying input
- Checking frequently for understanding
- Appropriate lesson design including content and language objectives, cooperative learning opportunities, project-based/authentic learning opportunities
- Planning and implementing student-centered, actively engaged, developmentally appropriate lessons
- Planning and utilizing developmentally appropriate questioning

### **Providing English Learners with meaningful ELD instruction**

All English learners have access to all programs, services and resources provided to every student schoolwide. English Learners have access to appropriate Designated and Integrated English Language Development instruction. Along with daily, systematic implementation of structured ELD instruction, skills and knowledge in English language development for English learners (included in the Common Core Reading/Language Arts State Standards and the California English Language Development standards) are integrated into the daily instructional delivery of all core and non-core classes.

EL students are scheduled into a Designated ELD block time daily. Students are grouped based on their CELDT/ELPAC, which help teachers support students according to their ELD levels.

### **Specific Instructional Strategies**

For students that struggle with the expectations in ELA/ELD there are a variety of strategies employed by the faculty to provide support. They range from holding parent conferences, calling or emailing parents, and strategically arranging seating assignments to optimize peer support, Tier interventions, extra time on assignments, making alterations to instruction, etc.

Secondary ELA/ELD Program includes targeted support is offered through the English 3D program at the secondary (grades 6-12) for our English Learners and Long Term English Learners. Students receive support in writing, reading, speaking, and listening skills. Beginning in the 6th grade EL students are scheduled into an ELD course based upon their CELDT/ELPAC level.

Scholastic Reading Inventory Suite research shows students need to read within their respective zones of proximal development to progress in reading. At grades 2-12, the Scholastic Reading Counts Program and Inventory suite are used to test for Lexile and encourage students to read within their appropriate levels. It also provides several diagnostic tools to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement. Read 180 is used starting in fourth grade as an intervention program to help support students who are reading below grade-level. English 3D is used starting



in fifth grade for our English Language Learners. System 44, another component, is used with our special education students who need even more intensive reading instruction.

In order to foster a culture of reading and literacy, a Sustained Silent Reading period (6-12) is implemented at least three times each week within the context of the secondary Advisory program. Advisory teachers help to monitor and support students as they choose books appropriate to their respective lexile levels. Teachers ensure that students are making progress towards their individual reading goals. Turnitin.com is used at the secondary level to help provide feedback to students on their writing progress. Turnitin.com gives teachers the ability to use a variety of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the writing feedback process.

### **Process for Annual Evaluation of EL Program**

Vaughn will implement the English Learner Subgroup Self-Assessment yearly in order to evaluate the school's EL program. Administrators, instructional leaders, teachers, support staff, students, and parents will participate in the completion and implementation of the 2017-18 ELSSA.

### **Addressing the Needs of “At-Risk” and Long-Term English Learners**

Vaughn Next Century Learning Center serves a large population of English Learners and seeks to increase the number of EL students who reclassify as fully English Proficient. Moreover, Vaughn is committed to increasing the number of “At-Risk” and Long Term EL students who achieve full English proficiency and to raising the number of English Learners demonstrating readiness to successfully participate in the core English Language Arts curriculum. As enumerated within the school's charter petition and LCAP, **Vaughn Next Century Learning Center will continue to maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts for all limited-English proficient students.**

In pursuit of this broader ideal, Vaughn will take appropriate steps to demonstrate progress the following SMART goals:

**Goal: The percentage of Long Term English Learners who demonstrate adequate progress on the ELPAC will increase the majority of the years of the charter.**

As the successor to the CELDT, the ELPAC will serve as a key indicator of student growth and achievement relative to English language proficiency. With the first operational administration of the ELPAC scheduled for Spring 2018, current student performance data aligned to this new assessment is not yet available. Therefore, the initial 2018 ELPAC administration will serve as a baseline for future reflection and growth.

2017-18	2018-19	2019-20
Baseline Year	Baseline + 1%	Baseline + 2%

**Goal: The percentage of English Learners who reclassify as English Proficient will increase the majority of the years of the charter.**

It is important to note that a significant number of EL students achieved the proficient level on the CELDT in 2015-16 and 2016-17, yet several of these students did not meet one or more of the internally established criteria for reclassification. As California works to establish a common set of criteria for reclassification, Vaughn will continue to study, monitor, and support its population of English Learners using data driven instruction and assessment practices.

2016-17	2017-18	2018-19	2019-20
14.9% (Actual)	17%	18.5%	19%

#### **Actions Targeting All EL Students, Inclusive of “At Risk” EL and LTEL Students**

**\*Integrated ELD across all grade levels and disciplines:** Teachers will deliver systematic, explicit vocabulary and academic language instruction to support the development of EL student fluency and comprehension across all content disciplines and grade levels. Teachers in all content disciplines will compliment common core aligned content objectives with daily language objectives designed to promote language and literacy across the curriculum, to build Tier II and III vocabulary, and to support EL students with SDAIE in every classroom.

**ELSSA Implementation and Analysis:** Vaughn will implement the English Learner Subgroup Self-Assessment” in Fall 2017 in order to better inform needs for professional development, program alignment, and instructional coaching across all grade levels. Administrators, instructional leaders, teachers, support staff, students, and parents will participate in the implementation of the 2017-18 ELSSA.

**ELSSA Survey Items 2017-18**

\*Each component will be rated on a scale from 1 to 4 as follows:

<b>1</b>	<b>Minimal level of implementation</b>
<b>2</b>	<b>Partial level of implementation</b>
<b>3</b>	<b>Substantial level of implementation</b>
<b>4</b>	<b>Full level of implementation</b>

**1. AMAO 1 -- CELDT Growth Targets by Proficiency Level**

**Rationale:** English learners develop English language through an SBE-adopted/approved core program in English language development (ELD) and English-Language Arts (ELA). LEAs must ensure that students are appropriately placed, instructed, and monitored in both subject areas.

	<b>Rating</b>
<b>3.1*</b> The LEA ensures that teachers utilize SBE-adopted/approved or standards aligned locally approved materials for English-language development.	<b>4</b>
<b>3.2*</b> The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored.	<b>4</b>
<b>3.3*</b> In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored.	<b>4</b>
<b>3.4*</b> The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored.	<b>2.5</b>
<b>3.5*</b> Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD.	<b>2.5</b>
<b>3.6*</b> Summative assessments are used periodically to monitor the progress of ELs in ELD.	<b>3</b>
<b>3.7*</b> All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction.	<b>3</b>
<b>3.8*</b> The LEA ensures that teachers utilize the SBE-adopted or approved basic core and Universal Access materials to support English learners in ELA.	<b>3</b>
<b>3.9*</b> The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified.	<b>4</b>
<b>3.10*</b> Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELA.	<b>4</b>
<b>3.11*</b> Summative assessments are used periodically to monitor the progress of ELs in ELA.	<b>4</b>
<b>Table Average</b>	<b>3.5</b>

## 2. AMAO 2--CELDT Growth Targets by Time in language instruction educational programs in U.S. Schools

**Rationale:** If students are making adequate progress learning English, they should reach English-language proficiency in a reasonable amount of time (per criteria) in AMAO 1 and AMAO 2).The following items address the program needs of long term EL's.

	Rating
4.a.1* The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in ELA.	4
4.a.2* The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE-adopted/approved materials in ELA and ELD to help ELs progress through proficiency levels on the CELDT.	3
4.a.3* The LEA monitors staff use of the research-based instructional strategies in ELA and ELD designed to help ELs progress through proficiency levels on the CELDT.	2.5
4.a.4* Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD.	2.5
Table Average	3

## 3.a. AMAO 3 -- SBAC ELA Performance for ELs

**Rationale:** Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach both English language proficiency and grade level proficiency in ELA. It is important to consider the needs of newcomers as well as long-term ELs when determining their instructional services.

	Rating
5.a.1* Teachers implement Integrated ELD with Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum.	3
5.a.2* All teachers providing SDAIE to ELs are appropriately authorized to do so.	3
5.a.3* The ELA and ELD instruction for ELs is aligned with ELA/ELD Frameworks Arts Framework and the CA English-Language Arts Standards.	4
5.a.4* The ELA and ELD program for English learners utilizes SBE-adopted materials at grades K-8 including all ancillary materials and SBE-approved, standards aligned materials at grades 9-12.	4
5.a.5* The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	4
5.a.6* English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE-adopted and approved materials.	4
Table Average	3.7

**3b. AMAO 3 -- SBAC Math Performance for ELs.**

**Rationale:** Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach proficiency in mathematics. It is important to consider both how long ELs have been in U.S. schools and their prior instruction and skills in mathematics when determining their instructional services.

	Rating
5.b.1* Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed.	3
5.b.2* English learners are placed in grade appropriate mathematics classes including algebra for eighth graders.	4
5.b.3* English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings.	4
5.b.4* The mathematics program for ELs utilizes SBE-adopted materials at grades K-8 and SBE-approved, standards-aligned materials at grades 9-12.	4
5.b.5* The SBE-adopted instructional materials including ancillary materials and other SBE-approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	4
5.b.6* Teachers of ELs integrate ELD with SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria.	3
5.b.7* Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners.	4
Table Average	3.71

**3c. AMAO 3 -- SBAC ELA Performance for ELs**

**Rationale:** Many ELs reach the English proficient level on CELDT without attaining grade level academic proficiency in ELA. These students may continue to need additional support, including interventions, to reach proficiency in ELA. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.

	Rating
6.a.1* The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions.	4
6.a.2* The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes.	4
6.a.3* The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA.	4
Table Average	4.00

<b>3d. AMAO 3 -- SBAC Math Performance for ELs at the English Proficient Level on CELDT</b>	
<b>Rationale:</b> Many ELs reach the English proficient level on CELDT without attaining grade level academic proficiency in mathematics. These students may continue to need additional support, including interventions, to reach grade level proficiency in mathematics. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.	
	<b>Rating</b>
6.b.1* The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions.	4
6.b.2* Mathematics intervention courses are available for ELs working below grade level per the recommendations of the CA Mathematics Framework and the Academic Program Survey (APS).	4
6.b.3* SBE-adopted/approved mathematics intervention materials are fully implemented for students who need intervention.	2.5
6.b.4* The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency.	3
Table Average	3.38
<b>3e. AMAO 3 -- SBAC ELA Performance for RFEP Students</b>	
<b>Rationale:</b> Most ELs are reclassified fluent English Proficient (R-FEP) before they reach proficient on the SBAC in ELA. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in ELA.	
	<b>Rating</b>
7.a.1* R-FEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 [d], Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 [a] 4)	2
7.a.2* Instructional support, including interventions, is provided as needed for R-FEPs who are not yet proficient in ELA.	2.5
Table Average	2.25
<b>3f. AMAO 3 -- SBAC Math Performance for R-FEP Students</b>	
<b>Rationale:</b> Most ELs are reclassified as fluent English Proficient before they reach proficient on the SBAC in mathematics. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in mathematics.	
	<b>Rating</b>
7.b.1* R-FEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 [d], Section 11510 and Title III Section 3121 [a] 4)	2
7.b.2* Instructional support, including interventions, is provided as needed for R-FEPs who are not yet proficient in mathematics.	2.5

7.b.3* R-FEPs are placed in Algebra or more advanced courses in eighth grade. Those who require an algebra support class are placed in algebra and a support class.	4
Table Average	2.8

**\*Maintain a dedicated school-wide Curriculum Team:** Vaughn’s EL Coordinator will continue to meet weekly with the extended K-12 Curriculum Team to support the consistent monitoring of EL student progress in learning and to collaborate with instructional leaders to align Vaughn’s curriculum and services supporting EL students. The EL Coordinator will oversee the implementation of the CELDT in Fall 2017 and will work with Vaughn’s stakeholders to roll-out the new ELPAC assessment in Spring 2018. Two elementary Lead Teachers (one assigned to the Primary Center and one to the Upper Elementary) will provide instructional coaching to teachers with a particular focus on differentiating for diverse learners, developing academic language across disciplines, and designing authentic and relevant lessons/units of study. Three Curriculum Coordinators (one elementary, 1 middle school, and 1 high school) will continue to support classroom teachers by facilitating opportunities for peer observation, instructional coaching, timely feedback, targeted professional development, and by leading individual, grade level, and campus wide data analysis to inform instructional practice. Vaughn’s Chief Academic Officer will facilitate weekly meetings with the school-wide Curriculum Team and will coordinate efforts between Vaughn’s 5 campuses to align the instructional program K-12.

**\*Professional Development to support EL Students:** Vaughn’s Chief Academic Officer, EL Coordinator, the Elementary and Middle School Curriculum Coordinators, and the Primary Center and Upper Elementary Lead Teachers will attend the “Leading and Coaching Integrated and Designated Academic ELD” PD series, sponsored by LACOE, throughout Fall 2017 and Winter 2018. All Vaughn participants will attend three full-day workshops, facilitated by Dr. Kate Kinsella, on 09/11/17, 11/06/17, and 01/16/18. As the solid majority of English Learners and “At Risk” EL students are enrolled in grades K-5, Vaughn’s two elementary Lead Teachers will attend three additional full-day workshops, aligned to the aforementioned PD series, with a focus on further coaching and classroom implementation. Tools and instructional strategies gained from this PD series will be modeled/shared with classroom teachers and school-site administrators via grade level articulation meetings, department meetings, and shortened-day Tuesday PD throughout the school-year. In addition, Vaughn will continue to support the implementation of Cooperative Learning, supported by Kagan Professional Development, to promote structured and frequent opportunities for academic language development. In 2016-17, Vaughn invested heavily in Cooperative Learning by ensuring that new teachers received Kagan’s Cooperative Learning Day 1 training, while returning/veteran teachers attended the Cooperative Learning Day 2 or 3 workshops (depending on past experience). In 2017-18, Vaughn will once again partner with Kagan to ensure that all new teachers attend the Cooperative Learning Day 1 training.

**\*Annual school-sponsored parent forums focusing on support for EL students, ELD instruction, and the EL program at Vaughn:** Parent forums have been scheduled for November 16th and 29th, 2017 and are designed to support parents and families with information about language and literacy development relative to Vaughn’s instructional program, as well as strategies and resources that will allow parents/guardians to support language and literacy development at home. Vaughn will continue to schedule parent forums addressing Language and Literacy and Vaughn’s EL program (ELPAC, RFEP Process, Designated ELD Programs, Support for EL Students at Home) each year on an ongoing basis.

#### Monitoring of RFEP Students

Vaughn will continue to monitor the progress of RFEP students for a minimum of two years post reclassification or until students are able to successfully demonstrate English language proficiency via the CA CCSS aligned SBAC assessment in ELA for two years. Vaughn’s school site administrators, curriculum coordinators, lead teachers, faculty, and the school-wide EL coordinator collaborate to consistently monitor RFEP student progress by gathering and analyzing quantitative performance data and qualitative teacher input, both at the elementary and secondary levels, at each 10-week progress reporting period. If it is determined that a student is not making satisfactory progress after reclassification, the site administrator and coordinator/lead teacher will meet the classroom teacher(s) to develop an instructional plan with identified supports. Appropriate support measures may include, but are not limited to, any of the following: Student/teacher/parent conference, tutoring, placement in reading, writing, or math support class, after-school academic support, intervention/intersession classes, extended year opportunities.

**\*ELD Monitoring:** TK-12th grade administrators, Curriculum Coordinators, and Lead Teachers will conduct regular (weekly) classroom visits to monitor the implementation of ELD strategies integrated across disciplines and within the core program, to ensure that language objectives are purposefully and effectively implemented, and to ensure that the designated ELD program is implemented with fidelity. Teachers receive timely feedback following a classroom observation via a screen capture or shared access to the completed digital observation form. Qualitative and quantitative observation data will be collected via a Google Form, the data will be analyzed and shared widely (within grade level teams, by individual teacher, departments, school-wide Curriculum team and Curriculum and Instruction Committee) as a means of reflection and growth as an instructional program.

#### **Actions Specifically Targeting “At Risk” EL and LTEL Students**

**\*Implementation and alignment of the English 3D program in grades 4-12:** The English 3D program has been implemented at Vaughn’s middle and high school campuses (grades 6-12) to serve as a designated ELD support for LTEL students. At the start of the 2017-18 school-year, the English 3D program was implemented at Vaughn’s upper-elementary (grades 4 and 5) as a means of providing an additional tier of ELD support, particularly for those students classified as “At Risk.” Vaughn’s EL Coordinator, Upper Elementary Lead Teacher, Upper Elementary Coordinator, 4th and 5th grade teachers, and members of the extended school-wide Curriculum and Administrative teams engaged in an analysis of a comprehensive data dashboard that included measures such as student Lexile scores, NWEA Language and Reading RIT scores, SBAC student performance data, and other pertinent data (to include ELPAC in 2018-19) to



determine how best to support 4th and 5th grade EL students with placement in either the designated ELD program associated with Vaughn's elementary core ELA series (McGraw-Hill Wonders) or with English 3D. After a close analysis of the aforementioned data dashboard, those EL students identified as needing significant support (as indicated by consistently low levels of performance on standardized formative and summative annual assessments) were placed in English 3D, which serves as "intensive" ELD support, while those students demonstrating nominal progress were assigned to engage with the Wonders program during the designated ELD block. The performance of "At Risk" EL students in grades 4 and 5 will be monitored at each reporting period using universal screeners and those formative and summative assessments associated with the previously mentioned data dashboard. This frequent and ongoing analysis of student performance and progress will take place in grade level team meetings, as well as at the administrative level, to ensure that students have been appropriately placed and that they receive effective ELD instruction that will allow them to fully participate in the core instructional program. In grades 6-12, English 3D serves as the only designated ELD option in support of the core instructional program (not considering other literacy intervention programs such as Read 180 or System 44). To the extent that it is possible and as appropriate, LTEL students at Vaughn's middle and high school campuses will be placed in English 3D program, and data dashboards will be monitored frequently both to inform instructional practice in service of EL students and to articulate areas of growth and areas of strength across the grade 4-12 "At Risk" and LTEL population.

**\*Professional development to support the implementation of the English 3D program in grades 4-12:** Vaughn has contracted with Houghton Mifflin Harcourt (HMH) to provide at least one full day of on-site professional development and two days of in-class instructional coaching to support teachers, administrators, and support staff directly responsible for the implementation of the English 3D program. This initial round of professional development will take place throughout Fall 2017, and a second round of PD and instructional coaching will be scheduled in Spring 2018.

**\*\*"At-Home Access to Technology" survey of "At-Risk" EL and LTEL students:** In Spring 2017, a portion of Title III funds were allocated with the specific intention of increasing reliable at-home access to technology for "At Risk" EL and LTEL students. Vaughn made an initial purchase of 60 laptop computers equipped with 4G Wi-Fi subscription at no cost to students, parents, or families. In August 2017, a team comprised of ELD teachers representing grades 4-12, the Upper Elementary Lead Teacher, Middle School Curriculum Coordinator, Elementary and Secondary technology managers, and Vaughn's Chief Academic Officer gathered to determine how best to roll-out these 60 Wi-Fi enabled devices to EL students most in need. It was decided that Vaughn's IT staff would pre-load each student laptop with a suite of digital tools and software specifically designed to support language and literacy development across content areas (i.e. Scholastic Reading Counts, Achieve 3000, Dreambox, Read 180, resources to support parents with access to Aeries student gradebook in both English and Spanish, English/Spanish instructional materials to aid parents/guardians wishing to better support students with academic coursework at home, etc.). This team also created an online Google Form survey that will be completed by Vaughn's "At Risk" EL and LTEL students, as well as a paper survey in English and Spanish to be completed by the parents of EL students in grades 4-12. The

intent of the survey rests with establishing which EL students do not currently have reliable and consistent daily access to an at-home computer/laptop and internet service. The collection of all survey data, as well as the back-end pre-loading of all laptops designated for at-home use, is scheduled for completion in mid-September 2017.

**\*Distribution of Title III funded Wi-Fi enabled laptops for “At Risk” EL and LTEL students:** After identifying those “At Risk” and LTEL students most in need of at-home access to technology, a parent/student training will be scheduled. At this training, parents and students will be provided with a guided “walk-through” of the pre-loaded software and instructional tools, as well as exposure to several websites and online content designed to support student learning both in school and at home. Both the distribution of student laptops and the parent/student training are scheduled for late September, 2017.

**\*After-school tutoring services specifically designed to support “At Risk” EL and LTEL students:** In response to stakeholder feedback and to support clear instructional needs, Vaughn will continue to support supplemental after-school academic tutoring for “At-Risk” EL and LTEL students.

**\*Frequent monitoring of “At Risk” EL and LTEL students with disabilities:** A significant percentage of Vaughn’s LTEL population also have an IEP and receive special education services. Vaughn’s Curriculum and Instruction committee will convene on a monthly basis, and the Language Appraisal Team (LAT) will monitor and support EL students, in particular those EL students with disabilities, through the analysis of student performance data, teacher/staff referrals, and other relevant quantitative or qualitative data. In addition, Vaughn will continue to take full advantage of the K-12 span by maintaining the practice of dedicating ½ day at the summer staff retreat to vertical grade-level to grade-level articulation meetings wherein the strengths, areas for growth, accommodations, etc. of SPED students, inclusive of those SPED students that are also English Learners, are shared from teacher to teacher. This practice has become institutionalized at Vaughn and creates a sense of continuity and communal support for our students and educators.

**Parent forum for parents of LTEL students:** In Fall 2017, Vaughn will host an informational meeting for the parents of 6th-12th grade EL students that will focus on the English 3D program, the reclassification process, and in-school and at-home supports, resources, and tools to support English Language Development and Academic Language for Long Term English Learners.

### **GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Vaughn is continually working to further develop and implement a GATE Program in which identified students are provided with qualitatively differentiated instruction and services. GATE coordinators and administrators at every campus assist in the search and find process annually. The identification of students who are gifted and talented is performed by a variety of methods. Our school psychologists conduct assessments for intellectual identification and interpret results also taking into consideration those students who may be underserved due to underachievement and the effects of living in disadvantaged environments. Our GATE

committee screens referrals and assists in determining eligibility under alternative categories such as High Achievement and Specific Academic areas. Gate coordinators and campus administrators help monitor the academic progress and emotional well-being of identified and referred GATE students.

Vaughn fully understands that students classified as gifted/talented display a wide set of characteristics, including underachievement. The following include some of the strategies, services and practices offered to ensure that our gifted students receive appropriate learning opportunities aligned to their needs:

- Gifted/talented students are provided various intervention strategies including classroom program modifications, counseling and accelerated and enrichment activities.
- Gifted students are provided access to challenging curriculum and clustering of teacher teams in the elementary years.
- Creating a learning environment in which gifted/talented learners can use their strengths to develop interpersonal and intrapersonal abilities, risk new ideas of thought and action, and feel challenged. Gifted students are provided leadership opportunities and activities that develop and enhance their skills (Student/Leadership Council (Gr. 4-12), Leadership Camp (Gr. 6-8), Mentors/Tutors (Gr. 6-12), Clubs, World Council (Gr. 9-12). High interest special programs and classes will be offered such as robotics, scratch, music (choir, orchestra, band, piano), journalism in Grades 6-12, and Mad Science, Theatre, Art, Choir, sports in Grades 2-5. High interest field trips are also organized and provided to all GATE students (current trips have included JPL, museums, Lego fairs and robotics competitions, Music Center performances, science fairs, college visits)
- GATE coordinators and selected teachers have received training to acquire the knowledge and understanding of the cognitive, social, and emotional characteristics and needs of gifted/talented students. Vaughn will continue to send staff to conferences/workshops offered by LAUSD, California Association for the Gifted, Central Cities Gifted Children's Association, SDE's National Conference on Differentiated Instruction and those offered by CSUN. Our Curriculum committee will continue to schedule staff development training on meeting the needs of gifted students school wide.
- Developing students' creativity in all aspects of thinking and expressing talent through authentic products, projects and presentations. Lessons plans across all subjects and grades incorporate concept mapping, critical thinking through depth and complexity, critical questioning and involve students in public speaking activities.
- Providing opportunities to develop the skills of higher-level cognitive thinking, integration of multiple intelligences, self-direction, and self-evaluation by utilizing assignments that include reflection, meta-cognitive journaling, error analysis and elaboration of responses.

- Modifying instructional strategies to implement the core content standards appropriate to meeting the individualized needs of all gifted/talented students. Universal Access Challenge materials are utilized along with project-based assignments that differentiate instruction. Underachieving gifted students are monitored by GATE coordinators and school site administrators and are targeted for intervention as necessary. Gate students identified as lacking appropriate social cognition skills or experiencing emotional problems are referred and receive counseling as appropriate.
- Challenging resources and technology suggested for use are budgeted and provided.

Our Curriculum and Instruction Committee annually assesses all special population programs school wide to survey and identify ways to implement improvements to each program including GATE.

### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

Students who are achieving significantly below grade level are identified through frequently scheduled data analysis (i.e. NWEA MAP Skills or RIT scores, Universal Screeners, Lexile, GPA, course/subject marks at progress reporting periods, etc.) which involves the classroom teacher(s), the grade level administrator, instructional coaches, intervention teachers and special education staff. Students who are achieving substantially below grade level at all grade levels will be provided with maximum opportunities to learn. Interventions may include the following:

- Re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through blended learning in our computer labs
- Targeted, explicit instruction provided by intervention teachers and resource personnel
- After school tutoring by supplemental education service providers
- Afterschool, before school, Saturday tutoring provided by Vaughn staff
- One-to-one peer tutoring support (high school)
- Support through our home-school connection activities. Licenses are available for various language arts and math tutorial software for use at school and in the home.
- 3 weeks of intersession instruction available to all students
- 2 intersession periods (winter & summer) available for high school students in need of credit recovery
- Strategic Intervention Support Classes for English and Math (middle and high school students)
- Credit recovery coursework offered by partnering alternative schools, Mission View or YPI for support with online instruction
- Participate in all school-wide “Response to Intervention” Tiers 2 and 3 services

Monitoring of student progress is the responsibility of the classroom teacher(s), the intervention teacher and the school site administrator. Support personnel assist by providing on-going feedback on services provided. Regular progress monitoring is scheduled to assess a student’s response to the interventions implemented. Frequency of monitoring varies on individual student need and may occur as often as once a day to a minimum of once a month. When

students are referred to case management, all identified support staff members meet to discuss progress during an established calendared timeline.

### **SOCIO-ECONOMICALLY DISADVANTAGED INCOME STUDENTS**

As a school wide Title 1 school, Vaughn provides every student the full range of programs, services, and resources which include:

- A rigorous curriculum
- Early intervention, enrichment and accelerated studies
- Varied intervention approaches and support for students that are achieving substantially below grade level
- Varied instructional approaches and services for students achieving significantly above grade level at all grade levels
- Use of technology as a teaching and learning tool
- Mandatory intersession for all students (Grades K-8) Credit Recovery is offered for 9-12<sup>th</sup> grade during Intersession
- Multiple periodic assessment and monitoring of academic and language progress
- Expanded Learning available until 6:00 pm and an extended school year of 195 -200 days.
- Highly qualified staff and intensive teacher training and professional growth
- Health services including counseling and wrap around services.
- Full support team with 3 psychologists, 5 counselors, 2 behavior specialist assistant, 1 MSW, 2 case manager assistants, 7 resource teachers, 6 early intervention specialists, and staff from collaborating agencies.
- 4 full-service libraries with a librarian or a librarian assistant at each site
- Family Center services, as well as, parents in decision-making committees
- Universal pre-school program for neighborhood children ages 3-4

Vaughn identifies Socio-Economically Disadvantaged Income Students through the Direct Certification process and via the National School Lunch Program application. With an overwhelming majority of Vaughn's TK-12 students identified as socio-economically disadvantaged (96.67% in 2016-17), progress monitoring for this particular group of students falls in line with the process by which all Vaughn students are supported, namely through our robust instructional program, access to wrap-around social and emotional support services, a clear RTI process, and consistent parent/family engagement. All members of the Administrative, Curriculum, and Student Support services team collaborate with teachers and support staff to monitor student progress. At the elementary level, universal screeners are administered every six week to measure student progress and identify students that may be in need of further support or intervention. The SST process is used as a vehicle for teachers and support staff to initiative a referral if a particular student demonstrates need.

## **STUDENTS WITH DISABILITIES**

For students who qualify for special education, Vaughn complies with all state and federal laws under the Individuals with Disabilities Education Improvement Act. As part of LAUSD's Special Education Options, Vaughn is responsible for all special education mandates including services, placement, due process, related services, special education classes, and special education supports.

We have policies and procedures in place to ensure the recruitment, enrollment and provision of all related services to students with disabilities at Vaughn. We conduct Child Find activities for students residing in our pre-charter attendance areas so that students who have, or are suspected of having a disability are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Our pre-school and long term family relationships provide us with the ability to perform Child Find and to provide early intervention to students with identified special needs.

Students with disabilities are also identified through frequently scheduled data analysis which involves the classroom teacher(s), grade level administrator, instructional coaches, intervention teachers and special education staff. Students are referred and monitored through our Student Success Team and assessed for eligibility when the response to differentiated instructional practices and interventions has not rendered sufficient progress.

Students identified with a disability are provided with maximum opportunities to learn. All of our students with disabilities are fully included in general education classrooms and receive all opportunities and intervention services as provided to all students. They receive differentiated instruction as required in the general education classrooms with additional supports provided by special education staff. We provide designated instructional services as identified and indicated on students' IEP's. DIS services are typically provided through a pull-out model and instructional services are provided through co-teaching and/or academic labs.

### **Search and Serve Activities**

Outreach to families and the search for children with disabilities in need of special education begins at birth and continues until adolescence. We have formed a network of collaborators who focus on children and family development with targeted assistance to families with special needs. This network of agencies and staff working at Vaughn consistently communicate to families that special education and designated instructional services are available to them at no cost. These efforts include the following integrated programs:

- Referrals – Our Partnership Administrator, case manager, community liaison and Vaughn Family Center provide services for families with children of all ages. They work with new arrivals and offer guidance and referrals for social services to families with children who have special needs.

- Information Distribution – Vaughn provides information to families and the surrounding community via the school website, pamphlets, posters, and informational forums hosted by the Partnership Committee to comply with the child find federal mandate.
- Teacher Home Visits - “Home visiting” teachers report all un-served children and youth with disabilities to Vaughn’s Special Education Coordinator.
- Support team – Full time school counselors, full time school psychologists, administrators, counselors, counselor assistants, case managers, case manager assistants, interagency staff, part-time registered school nurses, nurse assistants and university counseling interns help children and families deal with many stressors including depression, suicide, abuse, domestic violence, separation, and death. Service delivery is extended to siblings. In the process of assisting a family, the support team conducts seek and serve to assure that un-served students and/or siblings receive immediate attention.
- Enrollment Intake and Family Orientation - All new enrollees and their families meet with a parent advocate (one-on-one) as part of the enrollment process. During the orientation, parents are informed of the services provided by Vaughn including special education instruction and services. Students with pre-existing or active IEPs from other schools are referred immediately to our Special Education Gatekeeper and/or school site administrator for arrangement of appropriate placement and service delivery.

## **FOSTER YOUTH**

Upon enrollment or change in household form identifying a student as having foster placement, office managers will notify school administration, case manager(s), and the school social worker, who serves as our foster youth liaison. Additionally, the school social worker will periodically receive a CALPADS report that indicates any DCFS open cases marked as foster home placement from our school wide student information manager. The social worker will consult guardian(s) to identify services currently being provided to the student. If the school social worker determines additional academic or social emotional in-house support is necessary, the student will be referred through the case management referral process. The school social worker, case managers, and school psychologists will work as a multi-disciplinary team to monitor foster youth.

## **HOMELESS STUDENTS**

As enumerated in the McKinney-Vento Act, the state of California defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. Per CDE guidelines, this definition also includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youths who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings

- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

All new and returning Vaughn students and families are provided with a Student Residency Questionnaire prior to the start of each school-year. Any student meeting one or more of the above listed criteria will be identified appropriately in CALPADS.

We have a large number of identified homeless students who receive all opportunities and interventions that are offered to all Vaughn students. In addition, Vaughn provides a one-stop shop of health and social services. Vaughn provides families with access to basic needs (clothing, food), transportation, drop-in counseling, assistance in applying for employment or basic aid, family activities, adult education classes, a community computer center, referral services and a host of social service programs provided in collaboration with non-profit and community agencies. We have one full-time Case Manager, 2 case manager assistants, one full time MSW, 3 School Psychologists and one Family and Community Center Coordinator that work with the families to connect and build trust.

## **A “TYPICAL DAY**

### **High School**

Vaughn Next Century Learning Center converted to an independent charter school in 1993. Francisco started attending Vaughn Next Century Learning Center at age 4. The year is 2017 and Francisco is in 10<sup>th</sup> grade; the following is Francisco’s typical day at Vaughn Next Century Learning Center:

- 7:00 a.m. - Arrives at school; drops off his little brother at Vaughn Next Century Learning Center’s PandaLand Primary Center; breakfast in cafeteria (with healthy choices provided by USDA Fresh Start Program)
- 7:40 a.m. - High school students assemble
- 7:45 a.m. – Advisory (homeroom) begins; student is assigned to a credentialed teacher who serves as his advisory teacher for his four years in high school Advisory activities include: Sustained Silent Reading, Completing Graduate Portfolio System, CNN Student News and Discussion, and College-Readiness Activities.
- 8:33 a.m. – 1st period begins (Integrated Math II); staffed by a single subject credentialed math teacher; class size 25:1 (resource specialist’s inclusive services provide small group and one-on-one assistance).
- 9:30 a.m. – Break; goes to Vaughn Next Century Learning Center’s nurse’s office for medication (asthma) Stops by the College Center to pick up an application for the College Trip.



- 9:50 a.m. – 2nd period begins (English 10); staffed by a single subject credentialed English teacher; class size 25:1 (Francisco was an English Language learner and had an IEP as a student with learning disabilities). . Though he exited both programs in Grade 6, he still needs small group assistance
- 10:52 a.m. – 3rd period begins (World History); staffed by a single subject credentialed social sciences teacher; class size 25:1
- 11:49 a.m. – Lunch (3 main course choices along with fresh fruits and vegetables); chats with mother who just participated in a computer class at Vaughn Next Century Learning Center (offered by Youth Institute Policy); mother helps in the main office; chats with School Principal about the upcoming college trip to University of California, Los Angeles in the spring (trips to be provided at no costs to students and parents with the goal of visiting universities). Francisco is part of the HOPE club, so he reports to the club lunch meeting to help prepare for the HOPE carnival.
- 12:29 a.m. - 4<sup>th</sup> period begins (Chinese 2 as World Language); staffed by a single subject credentialed Chinese language teacher, class size: 25:1.
- 1:31 p.m. – 5<sup>th</sup> period (Biomedical Program: Human Body System); staffed by a single subject credentialed science teacher; class size; 25:1 Francisco uses a classroom laptop to monitor the human body functions of a fictional person.
- 2:33 p.m. – 6<sup>th</sup> period (Basketball); staffed by a single subject credentials physical education teacher; class size 25:1.
- 3:30 p.m. – Dismissal
- 3:30 p.m. – Stops by the after-school music/band club and picks up afterschool snacks.
- 3:40 p.m-5:30 pm. – Mission College class (Speech); staffed by Mission College instructor; curriculum focuses on public speaking skills; class meets afterschool on Mondays and Wednesdays at Vaughn Next Century Learning Center
- 6:00 p.m. – Returns home

\*\*\*\* Saturday 10 am-12pm – Breakfast club in the library, staffed by Youth Institute Policy tutors available to provide academic support.

## **Middle School**

Vaughn Next Century Learning Center converted to an independent charter school in 1993. Priscilla started attending Vaughn Next Century Learning Center at age 4. The year is 2017 and Priscilla is in 7th grade; the following is Priscilla's typical day at Vaughn Next Century Learning Center:

- 7:00 a.m. - Arrives at school; drops off her little sister at Vaughn Next Century Learning Center's Mainland Elementary; walks over to the MIT entrance and grabs breakfast on the way in (with healthy choices provided by USDA Fresh Start Program)
- 7:40 a.m. – Middle school students assemble
- 7:45 a.m. – Advisory begins; student is assigned to a credentialed teacher who serves as her Advisory teacher. Advisory activities include: CNN Student News, Sustained Silent Reading, Completing the Digital Portfolio System, and monitoring of Merit system Jag points.
- 8:08 a.m. – 1st period begins (Math 7); staffed by a single subject credentialed math teacher; class size 25:1 (resource specialist's inclusive services provide small group and one-on-one assistance).
- 9:05 a.m. – 2<sup>nd</sup> period begins (English 7); staffed by a single subject credentialed English teacher; class size 25:1 (Priscilla was an English Language learner and had an IEP as a student with learning disabilities). Though she exited both programs in Grade 6, she still needs small group assistance.
- 9:59 a.m. – Break; Checks in with Advisory teacher and takes a Scholastic Reading Counts quiz in a classroom computer. Stops by the library to check out a new book.
- 10:17 a.m. – 3rd period begins (World History); staffed by a single subject credentialed social sciences teacher; class size 25:1.
- 11:14 a.m. – 4th period begins (Advanced Band); staffed by a single subject credentialed Music teacher, class size: 30:1
- 12:08 p.m. Lunch (3 main course choices along with fresh fruits and vegetables); Priscilla chats with mother who just participated in a computer class at Vaughn's Family Center (offered by Youth Institute Policy); mother helps during lunch supervision; chats with School Principal about the upcoming Summer Expanded Learning Camp offered

throughout the summer (trips to be provided at no cost to students and students exposed to technology, writing, and reading skills through enrichment). Priscilla is part of the Photography/Yearbook class, so she uses a classroom camera to take photographs of MIT lunch activities (Soccer Tournament) to be used in the school yearbook.

- 12:52 p.m. – 5th period (Science 7); staffed by a single subject credentialed science teacher; class size; 25:1.
- 1:49 p.m. – 6th period (Photography/Yearbook); staffed by a credentialed teacher; class size 25:1.
- 2:46 p.m. – Second Advisory; students return to their morning Advisory teacher. Advisory activities in the afternoon include Sustained Silent Reading, Completing the Digital Portfolio System, and monitoring of Merit system Jag points.
- 3:20 p.m. – Dismissal
- 3:20 p.m. – After school Priscilla stops by the music/band room and picks up an instrument to take home for practice.
- 3:30 p.m-6:00 pm. –Priscilla participates in the YPI Expanded Learning Program at Vaughn Next Century Learning Center. She meets her group and has a snack before getting time to work on homework. Once homework is complete she participates in the varied enrichment and hands- on activities provided by the YPI staff.
- 6:00 p.m. – Returns home

## Elementary School

Vaughn Next Century Learning Center converted to an independent charter school in 1993. Daniela started attending Vaughn Next Century Learning Center at age 4. The year is 2017 and Daniela is in 3rd grade; the following is Daniela's typical day at Vaughn Next Century Learning Center:

- 7:00 a.m. - Arrives at school; after dropping off her big brother at Vaughn Next Century Learning Center's VISA Campus; breakfast in cafeteria (with healthy choices provided by USDA Fresh Start Program)
- 7:50 a.m. - Elementary school students assemble and teachers pick classes up to escort them to their pods.
- 7:55 a.m. - Morning announcements and flag salute are held on the PA system with 2 students from rotating classes taking responsibility for leading the announcements.
- 8:00 a.m. English Language Development begins. Students are arranged in pods of 3 credentialed teachers. Class size 20:1 (resource specialist's inclusive services provide small group and one-on-one assistance); students during ELD block are grouped by English language development level across the entire grade in order to meet the specific needs of each level.
- 8:40 a.m. – Core English Language Arts begins. Students are grouped within their pods based on results of universal screening, weekly formative assessments, and teacher observation; Class size 20:1.
- 10:00 a.m. – Recess; Daniela goes to her classes' assigned play area; she first stops by the front office to pick up a math problem of the week to see if she can answer the challenge correctly.
- 10:20 a.m. – Daniela's class goes to the learning lab; Daniela has been screened for reading and math and receives 20 minutes of targeted reading fluency support in a small group with a credentialed teacher while the rest of her class is working on their reading and math skills on adaptive software that either provides remediation or challenge. Daniela's best friend who is the pod next door to hers is in the STEM lab during this period working on programming a robot using coding that she has been learning since Kindergarten. Daniela is looking forward to when the two pods switch and she gets to go back to the STEM lab. (pods are in learning lab for 4 weeks and then rotate to STEM lab for 4 weeks throughout the school year).
- 11:00 a.m. – Social Studies/Science - Daniela's class returns to their pod where they work on their current project for social studies where they are researching the local history of their city in preparation for designing a tour that highlights important landmarks in the Los Angeles region.

- 11:50 p.m. – Lunch (2 main course choices along with fresh fruits and vegetables); Daniela is a member of the school Student Council so she takes her lunch to eat at their meeting where they are working on preparing a presentation for the Friday outdoor morning assembly regarding the Veteran’s Day holiday.
- 12:40 p.m. - Daniela’s group continues their research to put together their tour of Los Angeles. They have decided that they will create a slideshow of important stops along the tour to accompany their presentation for the class.
- 1:00 Math- Daniela’s pod begins their 60 minute math block. Again students are grouped within their pods based on formative and summative assessments.
- 2:00 p.m. – Enrichment/PE - Daniela’s pod goes to their enrichment (art, music, physical education, library) block where they have one session per week in each of the four areas listed. Here contracted enrichment assistants have planned engaging activities that enrich the content that students are learning in their classrooms. During this block Daniela’s teachers engage in collaborative planning in order to prepare for upcoming units of study.
- 2:40 p.m. – Dismissal
- 3:30 p.m. – Checks in at the after-school club and is taken to have an after school supper/snack.
- 6:00 p.m. - Daniela’s mom picks her up from the after school club and they head to the VISA campus for a parent forum on Common Core Math.
- 7:00 p.m. – Returns home

## **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.

## **MEASUREABLE GOALS OF THE EDUCATION PROGRAM**

### **Measureable Goals and Objectives**

\*Please refer to the complete LCFF State Priorities table provided in Element 1

### **Measureable Pupil Outcomes: Summative Assessment Performance Targets**

\*Please refer to the complete LCFF State Priorities table provided in Element 1

### **Other Performance Targets**

\*Please refer to the complete LCFF State Priorities table provided in Element 1

## **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

The assessment process at Vaughn is composed of a variety of measures that allow us to monitor the learning of our students and accurately meet individual learner needs.

In the 2013-2014 school year, grades K-11 adopted NWEA Measures of Academic Progress (MAP) Benchmark assessments that are administered 2-3 times per year. This replaced internally created benchmarks in core subjects Grades K-12. Grades K-1 take MAP for Primary Grades (MPG) Reading and Math, and grades 2-11 take MAP Reading, Language Usage, and Mathematics. NWEA is based on a growth model that allows teachers to examine data and tailor instruction to the needs of individuals or small groups of learners. Testing windows are determined at the beginning of each school year to ensure that adequate time is allowed between each testing session. Professional development time is allotted for data analysis after each session of testing. In-depth analysis of individual student performance, class performance, and grade level performance allows for teachers to monitor students' progress towards Common Core State Standards.

An additional benchmark that is used by Grades 2-12 is the Scholastic Reading Inventory (SRI) which is administered 3-4 times per year. This assessment measures students reading comprehension via online, adaptive software. PD sessions are held to allow teachers time and training needed to analyze data and use reports to best meet the needs of all learners.

Moreover, teachers frequently engage students in more discrete, daily/weekly forms of assessment. These range from a simple exit ticket to a basic quiz to measure student progress in understanding of content or mastery of skills. With increased access to technology, Vaughn teachers frequently utilize Google Apps for Education (Google Suite), and, in particular, Google Forms, to create a range of interactive quizzes, daily checks, exit tickets, or other digital measures of student progress in learning. Assessment via Google Forms, among other digital tools, offers a significant benefit relative to timely analysis of student performance, individual or

whole group analytics, and the means by which data can be quickly collected, organized, and analyzed allows teachers to identify trends in student performance.

The State adopted test for English Learners (CELDT/ELPAC) test is administered each year in September to monitor the growth of our English Language Learners progress towards proficiency.

Vaughn's EL Coordinator works in conjunction with the Curriculum and Administrative teams TK-12 in order to promote program alignment. At the elementary level, the site administrator, lead teacher, and elementary curriculum coordinator are responsible for the monitoring of EL students, and, in addition to collaboration between the site administrator and curriculum coordinator, the middle and high school EL students are supported by an ELD coach. Analysis takes place after every grading period and after CELDT/ELPAC, SBAC, SRI, and universal screening results are received to see if EL students have met the criteria to be reclassified. An assigned administrator is responsible for reviewing all RFEP candidates school wide, of ensuring that all criteria have been met, and that all associated documentation and communication have been completed.

In order to inform our parents as to how their students are meeting learning goals, Vaughn holds Common Core Parent Forums for understanding assessment and how to interpret the results of various internal and state adopted assessments. We have also held CELDT /ELPAC Parent Forums that help students understand how to interpret scores and understand language proficiency levels. Additionally, parent conferences are held two times a year and assessment data is shared with parents at these conferences. High school students lead their parent conferences which allows for self-reflection on progress and increased parent engagement and attendance. Specific parent meetings for parents of ELs are held throughout the year to ensure that they are informed as to how ELs are supported at our school.

In grades K-5, universal screening for progress towards basic reading and mathematics skills occur every 6-8 weeks with data reviews held shortly after to examine needs of grade level and individual classes. Results of the universal screening are analyzed by teachers and support staff to assure that students receive the academic support needed. Response to Intervention needs are discussed and planned during these meetings.

At the elementary level unit assessments are administered in English Language Arts and Mathematics on a regular basis. At the secondary level unit assessments are administered in content specific courses. Weekly assessments that have been aligned by grade level teams are administered. The Mid-Chapter and Chapter tests that are administered have been aligned to CCSS. Grade levels have created rubrics for writing that are used for assessment of agreed upon writing focus for each unit of English Language Arts study. Teachers regularly meet to discuss these assessments and make decisions regarding instruction based on the results. At all levels project based learning is used to assess students understanding of essential standards.



At the 5th, 8th, and designated high school grade level, students will engage in the CAST according to the state time line for implementation.

At the high school level AP testing occurs in May and results are received in July and analyzed at the beginning of the following school year.

Assessment data pertaining to Students with Special Needs is examined and compared to performance of general education peers. Resource teachers, general education teachers, and administrators use assessment data to create individualized education plans, and to make decisions about the level of support needed.

Vaughn's curriculum and instruction, as well as assessments and school-wide learner outcomes, are aligned to the Common Core State Standards. Unit plans are shared with curriculum coordinators/lead teachers who can assist with resources. Our teachers work collaboratively with the lead teachers and curriculum coordinators to develop units that will give students an opportunity to demonstrate their learning and understanding. In addition, our curriculum coordinators and lead teachers help ensure that units are aligned to the CCSS and provide multiple access points to learning.

In all content areas, there is specific focus on academic vocabulary and academic discussions. In math instruction, (elementary) students are using Dreambox and HMH Think Central to address individual student needs. In ELA instruction, (elementary) teachers are using McGraw-Hill ConnectEd, Achieve 3000, Smarty Ants, Ticket 2 Read and SRC to also help address the needs of their students.

Vaughn offers co-teaching and co-instruction in specific content core classes to support at risk and special need students. At the secondary level, Vaughn offers Intensive ELA and Math instruction to students with moderate to severe academic needs in addition to tier 3 students.

Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers are most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching. Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

Vaughn teachers carefully analyze the results of all students including those in designated subgroups. Teams identify potential interventions to meet the needs of students. In 2014-2015, lead teachers/curriculum coordinators began creating sub-groups within NWEA and SRC that include all ELLs and RSP students to track their progress.

## **Determination of Performance Levels**

All teachers are using Aeries Grade book which helps to track and monitor students' progress towards standards. Informal formative assessments are embedded into all classes and occur on a regular basis throughout the week. Weekly assessments allow teachers and students to track progress and to make necessary changes to instruction in subsequent weeks. Digital Gradebook usage was added to the elementary Peer Assistance and Review (PAR) rubric in 2015 to facilitate grade level alignment with the CCSS and more cohesion with grading practices. We continue to work towards common grade-level percentages allocated to assignments, tests and classroom work, so that there is uniformity in grading. At the elementary level, grade levels teams determine categories and agreed upon weighting for basis of grading as a team, so that there is uniformity in understanding what is included in the grade determinations.

Some of the formative and summative assessments that are used include class work, homework, in-class assignments, performance tasks, culminating tasks, and projects.

At the secondary, departments and grade-levels discuss grading policies and grading scales. There are regular team level and department discussions on grading practices and requirements, including aligning rubrics and grade books. This year, our high school faculty is engaging in a professional development series targeting grading philosophies and practices.

Teachers who collaborate in lesson planning reflect the CCSS with CCSS aligned content objectives and CCSS ELD aligned language objectives in their unit/lesson plans. There are frequent grade level meetings to analyze student performance on assessments and to align grading expectations for those assessments. Our team teachers also analyze grades, student performance and assessments periodically to determine appropriateness of grades, and to improve student understanding. Teachers grade student work based on detailed rubrics or culminating tasks rubrics.

In addition, NWEA is used to determine student growth as measured against normed RIT scores and individualized goals.

Students who are achieving significantly below grade level are identified through frequently scheduled data analysis which involves the classroom teacher(s), grade level administrator, intervention teachers and special education staff. Students who are achieving substantially below grade level at all grade levels will be provided with maximum opportunities to learn which include the following receive re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through blended learning in our computer labs. Students also receive targeted, explicit instruction provided by intervention teachers and resource personnel.

Supporting evidence include:

- Aeries Grade book
- Agreed upon categories and weights for grading.
- Grading Scales for 2nd & 3rd grade

- Team meeting minutes
- Aeries grade book
- Department Meeting Agendas/minutes

## **DATA ANALYSIS AND REPORTING**

Weekly assessments are analyzed by teachers to inform instruction in subsequent weeks. Teachers use these assessments to make changes to student groupings, to differentiate lessons, and to reteach. Teachers track assignments by standard so they can monitor student's progress towards individual standards throughout the school year.

Benchmark assessments are used school wide to monitor overall student learning. Soon after NWEA benchmarks are administered PDs are held in order for teachers to analyze data and make instructional decisions in regards to this data. It is during this time that instructional groups are realigned to ensure students mastery of content. Teachers plan small group activities, co-teaching, and re-teaching based on results of these assessments.

To plan for the new school year, curriculum maps and formal assessments are revised to better support students' needs as a whole.

Exit Slips are frequently used at the end of lessons to check for understanding and if the learning objective was reached. This and other forms of formative assessment such as journals, quizzes, and student self-evaluation are used consistently to assess student understanding and to modify instruction and content delivery.

At the elementary level teachers use data from universal screeners in reading and math, weekly assessments, unit assessments, and formative assessments to assure that students are placed within teaming groups to best meet their personal needs. Data reviews occur every 6-8 weeks and students are placed depending on specific needs. It is during data reviews that intervention groups are created. Teachers also meet weekly with their team to discuss student's progress and to modify placement if needed. When reviewing data during articulation meetings teachers develop smart goals with their teams.

Yearly staff trainings are held to ensure that all teachers know technical aspects of administering CELDT/ELPAC, CAASP and NWEA.

## **Monitoring of Student Growth**

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through:

- **Grade Level Teams/Department Chairs:** Teachers form grade or department teams. The grade-level team is supported by an administrator, a lead Teacher, a Resource Specialist (assigned to the grade level) and an elected Teacher Leader. The grade level meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is employed as a means by which small groups of 2-4 teachers will collaborate to serve a cohort of students within a larger grade level population. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.
- **Administrative Team-** The Team consists of the Executive Director, Chief Academic Officer, Student Support Services Director, Directors of each campus, Curriculum Coordinators of each campus and the Founding Principal serves as a mentor to the Team. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.
- **The Vaughn Governing Board** is provided a report on Curricular and Instructional matters at every scheduled meeting. Included in these reports are results of all school wide state and in house assessments. Board members receive a summary of assessment results immediately following receipt of results by Vaughn. Board members review and analyze results and make recommendations for improvements to the Executive Director and to the Curriculum and Instruction Committee.

Vaughn recognizes the need to use assessment results to make changes in the school program and professional development activities. As a result, Vaughn has increased support personnel, paraprofessionals, and behavior specialists. In addition, Vaughn is looking into expanding technology available at each site.

At the elementary level, our teachers address the need for re-teaching and tutoring students in a systematic way. After the universal screeners are complete, the data is analyzed again. The teachers and the intervention team meet to decide on students who will receive tutoring during the school day and those who will receive tutoring through our after-school program. Students selected for the tutoring during the school day have a specific skill addressed. Students are

tutored for six weeks and at the end of the six weeks they are reassessed and the team reconvenes to follow the next course of action.

At the secondary level, data is analyzed in grade level teams after each reporting period and after major assessments like NWEA MAP. The team determines what accommodations, interventions and accelerations can be provided by the general education teachers. Administrators attend these meetings and share information at Curriculum Team and Administration meetings when further action is required.

Vaughn continues to analyze CELDT/ELPAC data, grades and LOTS data during professional development. Strategies are discussed to address need of English Learners as well. Professional development opportunities are designed around school-wide needs as determined by data that is a direct result of student assessment and interpretation. In addition, as a result of data, we continue to maintain Math/English Coaches at the secondary sites. In addition, in 2014-2015 we identified Lead Teachers at each site at the elementary level and a math coach for grades 2-3.

Assessment results are a critical aspect of designing instruction at Vaughn. Data collected from assessments, formative and summative, are shared with students so that students are aware of their progress toward meeting the academic standards and the school wide learner outcomes. In faculty meetings teachers and administrators share NWEA, SRI, content benchmarks, and LOTS results, which are then used to make class placements and intervention decisions.

Students at the middle school receive progress reports every trimester, and students also have student daily planners. At the high school, progress reports are given every 5 weeks and culminating report cards include student-led conferences.

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through:

Grade Level Teams/Department Chairs: Teachers form grade or department teams. The grade-level team is supported by an administrator, a Resource Specialist (assigned to the grade level) and an elected Teacher Leader. The grade level meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is implemented. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.

As ways to monitor student progress toward meeting academic standards and school wide learner outcomes, all of our teachers include multiple components, including but not limited to: oral presentations to authentic audiences, written research reports that include various international online/textual references and sources, multimedia expositions and productions that may be posted within online forums, and so forth.

Vaughn believes that individualization should be a core component of instruction and implements the three-tiered model of intervention for students in need of additional assistance. Response to Instruction and Intervention (RtI2) is not an instructional program, a curriculum, a strategy, or an intervention. However, when it is combined with differentiated instruction as an antecedent, the strategy (Response to Instruction and Intervention, RtI2) becomes an effective instructional approach. We use the results of the universal screeners guide further instruction. The universal screeners are completed and reviewed every six weeks.

The following departments are implementing benchmark assessments in their content area and include a performance/speaking assessment. These benchmarks are administered three times in a school year.

- World Language Department
- Physical Education Department
- Music Department

Examples of how departments monitor students' progress toward meeting the academic standards:

- The English department administers a writing benchmark three times in the school year as well. The department uses a common rubric to assess the writing benchmarks.
- Our science teachers use the same rubric to assess students' in writing lab reporting. The math department has been designing common core instructional units that will help identify students' areas of need. The social studies department is planning to integrate a thesis paper (10th-12th grade) as part of their curriculum. This will provide students an opportunity to research topics that the students are interested in learning more about. Our world language department embeds language specific activities and assessments that will give students an opportunity to become fluent in a second language. The physical education department evaluates students using a fitness level exam that includes a kinesthetic component.
- The senior digital portfolio is an integral part of a student's final year of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating digital portfolio presentation that will be delivered to faculty, peers, and community members at the end of a student's senior year.

There is a strong pipeline of information among all stakeholders that is facilitated by our data management system. Vaughn continues to make improvements in data analysis and sharing through Aeries integration of grade books, CELDT/ELPAC, SBAC, in-house benchmarks and NWEA assessment results. Each campus has a communication and collaboration structure that allows teachers and administrators to communicate regularly as a team and campus. Teachers are empowered to use this data in meaningful ways by having this data regularly available and easily accessible through Aeries, and having multiple opportunities to discuss the data with peers and administrators. These initial curriculum and resource discussions lead to action within governance committees, Curriculum Team and Administration.

## **Student Feedback**

Vaughn values student feedback and encourages its' students to play an active role in their education. Students regularly provide feedback through focus groups with administrators/counselors. In addition, there is evidence that student feedback is obtained *through journal writing, homework reflection, exit tickets, and self-reflective rubrics*. Students must grade themselves and grade their peers as a part of the assessment (notebooks). Students often times play an active role in helping the teacher create the rubric used for assessments (projects).

There are several opportunities for student governance at Vaughn. There is a student council at the elementary level and Leadership at the middle school. Both provide avenues for student feedback, initiated student projects and a direct communication avenue for students.

Vaughn high school has a Student Advisory Council, which includes a member of each advisory class. The curriculum coordinator holds meetings once every two weeks throughout the school year. The activities of the S.A.C. are reported to each advisory class by its respective representative following every meeting. Students are offered the opportunity to voice their opinions, concerns, questions, ideas, and feedback to S.A.C. representatives during this time in advisory. Every student at the high school has access to their grades online. In grade 6-12, students complete learning reflections on their projects, which serve as a conversation tool with their advisors. Our high school students present their digital portfolio in their senior year, and are encouraged to give suggestions to Vaughn faculty on ways that we can continue to strengthen our instructional and student programs. In addition, we have students who are part of the school governance committee meetings. These students play an active role in providing feedback on our instructional and student programs.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

Vaughn's grading policy is the product of collaborative work of teachers, administrators and parents. Report card grades are based on: classroom work, short term and long term assessment results, individual and group projects, homework assignments, and extra credits. The weight of each element differs between elementary, middle and high school.

Assessment strategies include both formative and summative assessments across all campuses. Examples of formative assessments include quizzes, mid-chapter check-ins, journaling, progress on online programs (Dreambox, Ticket to Read, Turnitin), interactive notebooks, and physical responses such as thumbs up/thumbs down, fist to five, and random calling. Summative assessments include unit/chapter tests, performance tasks, projects, presentations, essays. Rubrics are used to assess student work when appropriate. Diagnostic assessments are used to look further into student performance that is falling below basic levels on universal screeners.

Classwork, homework, notes, labs, and assessments form a basis from which teachers determine a student's grade, progress towards standards, and growth. Additionally, middle school uses Turnitin data to determine basis for grading writing.

At the high school level the graduate portfolio system (GPS) is a collection of projects, assignments, reflections, and college-prep activities amassed by students over the course of their middle and high school education. The purpose and goal of GPS is to demonstrate that the VISA graduate is globally competent, college ready and worthy of graduation from Vaughn International Studies Academy. A rubric for the GPS guides grading.

At the middle school level progress reports are issued every six weeks. All families must do a parent conference at the six week report card. Then at the 12 week, students with a D or F must attend parent conferences again. Parents are encouraged to communicate with teachers and administrators throughout the semester if any academic concerns are present, and this is facilitated by parents' access to online grade books.

After the first report card, anyone with a 2.0 or below is discussed at a team meeting, and any possible interventions or accommodations are discussed. Some students will be moved forward in SST Review or initial SST. Faculty will also review progress reports and other student data to see if that student should be put into Academic Support Elective or go into after school program. At the high school progress reports are given every five weeks and teachers call home for a parent conference if the student's GPA is below 2.0.

Middle School and High School use a letter grade based on the following:

Progress Towards Meeting Standard

- A = Far Above Standard
- B = Above Standard
- C = At Standard
- D = Below Standard
- F = Far Below Standard

Citizenship and Work Habits

- O = Outstanding
- S = Satisfactory
- U = Unsatisfactory
- N = Needs Improvement

The school wide testing coordinator ensures that all teachers and proctors have adequate training in order to assure security of all test documents and the integrity of assessments. All state assessments are taken with a credentialed teacher present to ensure integrity. All materials are kept within a locked office when not in use.

NWEA/SRI/CAASPP are all online assessments with secure browsers, which ensures that tests are secure.

At the secondary level, SRI tests are administered by the student's English teacher who confirms that students are logged in with the correct identification.



The processes and procedures for involving staff in shared highly responsible actions and accountability to support student learning are effective. The efforts of the Student Study Team (SST), and 504 and IEP programs involve teachers, parents, and support staff to ensure student success. When it comes to Individual Education Plans, students have access in two different ways: through the formal Special Education process and through the Student Study Team (SST) process. Our Student Study Team, including parents, teachers, and counselors, meet to decide on best supports and interventions for students who are struggling.

When a student is referred for special education evaluation, the special education director reviews the request along with school psychologists to determine if assessment is warranted. If warranted, the special education director coordinates an evaluation process to be conducted by a multi-disciplinary team (i.e. school psychologist, special education teacher, school nurse, speech pathologist, occupational therapist, adapted physical education provider). Once assessments are completed within a 60 day timeline, an Individualized Education Plan (IEP) meeting is held with mandated participants (parents/guardians, special and general education teachers, and assessors) and an IEP is developed following a team consensus that a student is eligible. A student eligible under an IEP is monitored continuously within a school year for progress toward IEP goals and for progress toward grade level expectations. These progress checks occur every three months for elementary students and quarterly for secondary students. A student's IEP is also reviewed annually to determine if goals established at a previous IEP are met and to develop new ones. An IEP can also be reviewed sooner than the annual due date, depending on any circumstances that would deem necessary a revision in goals, services, and supports. Triennially, a student's IEP is reviewed with comprehensive assessments to determine a need for changes to program, supports, and services. A re-evaluation IEP, which involves comprehensive assessments, can also be requested at any time if there are any concerns with eligibility and/or least restrictive environment.

A student with an IEP may promote to the next grade level as long as the student is making substantial progress toward IEP goals and on grade level expectations with required supports and services. Special education team may recommend retention for a student with an IEP, only if the purposes of retention help the student reinforce foundational skills in academic areas and to develop social skills. General education staff have the final say, but highly consider special education team recommendation.

The process for involving parents in shared responsibility is by welcoming to participate in Governing Board and Committee meetings and to encourage them to assist their child's educational program-assisting at the school.

At the secondary level we distribute, report cards every ten/six weeks, and we also host student-led parent conferences. Parents are encouraged to observe and participate in their student's educational program. We frequently outreach to parents to help us support their student's success.

At the secondary level, there are two guidance counselors per site who collaborate with teachers, families, students and administrators to ensure students' are meeting their educational goals.

At the high school, we have student-led conferences in the fall and spring. We focus on student-led conferencing, which means that students will play a much more active role in discussing their academic progress with their families.

We believe that involvement in this form of conferencing will provide our students an opportunity to take a more active role in the evaluation of their progress and help to make them more accountable for their learning. We believe student-led conferencing creates a partnership between the home and school that is hard to achieve otherwise. We hope the following occurs during our conferences:

- Students will develop a stronger sense of pride in their accomplishments.
- Parents will become greater participants in student conferences.
- Teachers and parents will increase communication with students regarding academic progress.
- Advisory teachers will play a greater role in advising students academically and serving as a school-home liaison.

Our G3 and middle school site host Coffee with the Director, which provides parents with an opportunity to participate in developing student programs. We also have parents who participate in our Vaughn Governance Committees, where parents are encouraged to take active roles in the committees.

At the elementary level, report cards are distributed three times each year with parent conferences two times per year. Teachers share assessment reports with parents to help them understand their student's learning goals. In addition, parents are involved in the retention process. Parents are given opportunity to request a meeting to review the possibility of retention.

### **Statement of Policy on Retention of Students**

Vaughn NCLC believes that the promotion of students from one grade to another should be based on a student's ability and achievement of expected academic standards. Vaughn recognizes that grade retention is stressful for students and their families and therefore recommends retention in cases where a student has not attained a foundational level of academic achievement, maturity and habits of mind that would likely impede his/her ability to be successful at the next grade level.

The retention of any student will be based on a thorough review of the individual case by the multi-disciplinary Retention Committee and in consultation with the student's family. The final decision to promote or retain a student rests with the Retention Committee.

## **The Retention Committee**

The Retention Committee members include the classroom/homeroom teacher and the site administrator and may also include a RSP teacher, school counselor, intervention teacher, school psychologist and other support staff. For students with disabilities, the related service providers will be included and/or consulted.

## **Limit on Retention**

Except in very extreme circumstances, no student shall be retained more than once and only if that student meets the age criteria for retention.

## **Parental Notification**

Parents of students at risk of not being promoted shall be notified during either the first or second trimester report card conferences. Notification that the student is at risk of retention will be made on the report card.

## **Process of Review**

1. Student is referred for possible retention by the classroom teacher.
2. Student is provided targeted/intensive support in areas of need and may offer additional support through small-group instruction, after school tutoring, ESY intervention, or other supports. Parents will be notified of supports provided at school and of supports recommended to be followed up from the home. Follow-up recommendations may include items such as plans for improved attendance, adequate sleep schedule, dental/vision needs, etc. Parents may be referred for services or invited to attend parent forums provided by Vaughn which include education/training on specific topics supporting identified or targeted needs.
3. The Retention Committee will compile the following documentation/review to assist in making an informed decision regarding appropriate placement for the student, as applicable:
  - a. Retention/Promotion Checklist, including Lexile scores, math and language arts NWEA scores, unit test scores for language arts and math, state test scores, CELDT scores, writing samples, records of interventions, teacher observations.
  - b. Complete review of academic grades.
  - c. Review of student cumulative records, including any referrals/consideration for retention in previous grades.
  - d. Attendance and discipline records.
  - e. Input from support staff, which may include school counselor, speech teacher, reading intervention teacher, speech therapist, resource teacher, etc.

4. The Retention Committee makes a decision to retain or promote the student, and makes recommendations for school supports for following academic year. Letter is sent home to parent or guardian.
5. Parent may request a meeting to discuss and/or appeal retention no later than five (5) days after receipt of notice of retention.
6. If parent appeals decision, the site administrator will meet with the parent, and subsequently the Retention Committee reviews all relevant documents, any additional information available and consults with relevant additional staff to make final ruling on parent's appeal. The Retention Committee's ruling is final.

## **ELEMENT 4: SCHOOL GOVERNANCE**

*Governing Law: “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, VAUGHN operates as a nonprofit public benefit corporation (501 © 3), is a separate legal entity and shall be solely responsible for the debts and obligations of VAUGHN.

VAUGHN 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 the 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**

- VAUGHN 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.<sup>1</sup>
- VAUGHN 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.
- VAUGHN shall comply with the Brown Act and the Public Records Act.
- VAUGHN and all employees and representatives of VAUGHN, including members of VAUGHN’s governing board, members of VAUGHN or governing board committees and councils, VAUGHN administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise 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.

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<sup>1</sup> The District is in the process of compiling a list of LAUSD policies that apply to 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.

- VAUGHN 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**

VAUGHN 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 VAUGHN alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. VAUGHN shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

VAUGHN 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.

VAUGHN 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 VAUGHN, that VAUGHN 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.

VAUGHN 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.

VAUGHN 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.

VAUGHN 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**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

VAUGHN 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 VAUGHN. Unless prohibited by law, VAUGHN shall notify the CSD in writing of any internal investigations within one week of commencing investigation. VAUGHN 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, VAUGHN shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. VAUGHN 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 VAUGHN closes, VAUGHN shall comply with the student records transfer provisions in Element 15. VAUGHN 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.

Since its inception, Vaughn NCLC was established as a charter with parents and community as key contributors. Vaughn recognizes and includes parent, family and community as an integral and valuable resource in its development and in its very being. Our strategy is to strengthen our families and utilize them as resources that support student learning and further the development of not only our school, but also that of the community as a whole. Throughout the years we have been able to build strong relationships with our families and to establish Vaughn as a hub for education and for an extensive array of services. Our goal has always been and continues to be,

one of school ownership... Vaughn belongs to our students, our staff, our families, our community!

Our campus is open during regular school hours and after hours offering services to families and the community. We offer day and evening adult classes, community library and computer access, monthly family forums that cover topics on school information and on areas of interest or need identified by parents, coffee with the Directors' meetings and community entertainment events. Our Family Center is a one-stop shop providing an array of health and social services. It provides families with basic needs (clothing, food), adult education classes, drop-in counseling, transportation, emergency housing assistance, and a host of social service programs provided in collaboration with non-profit and community agencies. Families often volunteer services to the school which may include assisting in the classrooms, morning valet service, assisting in school events and volunteering at the Center. VAUGHN highly encourages the participation and engagement of parents as partners in their child's education,

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, VAUGHN 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. VAUGHN understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. VAUGHN 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. VAUGHN also acknowledges that, as part of its oversight of VAUGHN, the District may conduct program review for federal as well as state compliance.

### **GOVERNANCE STRUCTURE**

There is a Board of Directors and three Policy Committees so as to ensure inclusiveness, broad-based parent involvement, distribution of leadership and authority, adequate capacity as well as sustainability. These Policy Committees are: Curriculum and Instruction Committee, Business and Operations Committee, and the Partnership Committee.

This structure ensures staff, students, and other stakeholder involvement in all aspects of school policies and operations.

- VAUGHN is a nonprofit (501(3)) organization that maintains one (1) charter and one (1) CDS Code.
- VAUGHN has no relationship to any Charter Management Organization (CMO).
- VAUGHN has not established any charter school-related LLC, nor has any relationship with any charter school-related LLCs.



### **Governing Board Composition and Member Selection**

1. The Board of Directors will be composed of nine (9) voting members and two (2) non-voting student advisory members.
  - a. The six (6) members representing parents and community members will be elected by stakeholders through nomination at large and/or through the Board Nomination Committee. Board member qualification sought to ensure effective governance include:
    - i. Knowledge of school community
    - ii. Commitment of time and effort
    - iii. Expertise (curriculum/instruction, finance, facilities, legal, community development)
  - b. The term of office is three (3) year with a maximum of three (3) renewable terms. Members can be re-elected after a one-year break in service.
  - c. The other three (3) members are elected chairpersons of each Policy Committee who may be parents, community representatives or employees including teachers. The term of office is one year and term can be renewed.
  - d. Teachers serve on Policy Committees on a rotating basis per school policy as defined in Teachers' Handbook.
  - e. Each Policy Committee assures campus and/or grade level representation
  - f. The two student advisory members are selected by the Student Advisory Council Leadership and high school administration. The advisory students serve a minimum 2 year term

The governance structure can be revised based on needs and in accordance with laws applicable to charter schools and laws governing nonprofit organizations. Vaughn will consult with the District regarding changes to the governance structure so that the District can determine whether the change requires a charter amendment.

### **Governance Procedures and Operations**

1. Board of Directors will meet at least six (6) times per year. The annual meeting calendar is established in June of the previous school year. All meetings are to be held at Vaughn's Central Office at 13215 Daventry Street, Pacoima, CA 91331. If it is determined that the location can no longer accommodate members of the public wishing to attend the board meetings, then an alternative location on campus will be designated as the new Board meeting room.. . All meetings are conducted in accordance to the Brown Act Open Meeting requirements.
2. Policy Committees are calendared on the first Tuesday of each month. Meeting time can be staggered (during the day and/or in the evening to accommodate the parents and community members).
3. The Curriculum and Instruction Committee and the Business and Operations Committee consist of nine (9) voting members representing parents, certificated personnel and classified personnel. The Partnership Committee consists of 12 members with composition of members made up of 4 teachers, 1 administrator, 1 classified employee, 4 parents and 2 students. The Partnership Committee also functions as Vaughn's School

Site Council. All members of the policy committees are elected by members at the beginning of each school year.

4. All meetings are conducted in accordance with the Brown Act Open Meeting requirements. Each Committee may form advisory subcommittees for certain tasks. Advisory subcommittees will meet informally and as frequently as needed.
5. Vaughn will comply fully with all requirements of the Brown Act including: All regular meeting agendas are posted on all of Vaughn's campus community boards and on Vaughn's website 72 hours in advance; quorum (majority of elected voting members present) must be established to hold a meeting and to act on any decisions made; any potential interest or conflict must be announced and member announcing conflict must recuse self from voting, Action items noted on agendas can only be acted upon when a quorum is established. A majority of votes is required in order for an action item to pass. In the event of a tie vote, the action item does not pass.

Members of the Board of Directors may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with *including, at a minimum*

- The timely posting of a notice of and an agenda for such meetings
- At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Stakeholder Involvement and Decision-Making Process** *(please see Governing Board composition and Member Selection on page 197; Governance Procedures and Operations on page 198; Roles and responsibilities on page 201 for more information regarding: Quorum requirements, Board action (voting) requirements, Abstention and teleconference participation)*

1. Board of Directors will develop and adopt additional Board policies including attendance. It will elect a Board President who will convene the meetings and post agendas and minutes. The Board also conducts annual election of Officers including Board President, Vice President, Secretary and Treasurer.
2. All Board and Policy Committee meetings will be open unless confidential personnel matters are to be discussed. All meeting agendas are posted on school website, monthly school calendars, on flyers sent home and on all campus community boards. All stakeholders are encouraged to participate. Minutes will be taken and posted.
3. The Board of Directors has the legal and fiduciary responsibility of the school.

4. The Board of Directors will adopt core principles and overarching school-wide policy guidelines that are aligned with our vision and mission. Every Board agenda will include an opportunity to report on items related to governance, curriculum and instruction, business and partnership which align to current discussion and decisions being made across all working and policy committees.
5. The Board of Directors and all Policy Committees including the School Site Council and the English Learner Advisory Council (ELAC) schedule working meeting throughout the year in order to maintain ongoing consultation with all stakeholders (parents, teachers, staff, administrators, and students) to develop and update its LCAP annually. Vaughn administers an annual LCAP survey to gather stakeholder input relative to current LCAP goals and metrics, as well as to provide an opportunity to voice questions, concerns, or ideas for consideration as the annual LCAP update takes shape. The parent survey will be posted and open for online submissions between February and early March each school-year. The broad submission window provides ample time for parents or guardians to access, read, and respond to the survey. The survey will be available in both English and Spanish, and families without readily available home access to a computer or internet connection will be able to complete the survey at Vaughn's Family and Community Center. Vaughn faculty and staff review and respond to the LCAP survey during a shortened Tuesday scheduled early in the Spring semester each year. Members of Vaughn's Student Advisory Council work in consultation with administration to gather student input, in particular to ascertain the state of the school's climate and culture. All survey data, both qualitative and quantitative, is collected via Google Forms, which allows for the timely and effective analysis of responses and the identification of trends, areas of strength, and potential areas for continued growth. This data is shared for communal analysis through Vaughn's Administrative Team, Governance Committees (inclusive of parents, students, faculty, and staff), and Vaughn's Board of Directors (also inclusive of parents members and student consultants). Stakeholder comments and recommendations are documented, and representatives of Vaughn's Curriculum and Administrative teams engage in a thorough analysis of all stakeholder feedback while drafting the LCAP annual update and/or any significant changes to existing LCAP goals, metrics, or actions/services. The draft LCAP annual update is presented to Vaughn's Governance Committees for review, and Vaughn's Board of Directors conducts the final review and recommendation to accept the LCAP for submission. The Policy committees meet a minimum of one time per month and the ELAC committee meets a minimum of four times annually. All members of these committees have the opportunity to participate and contribute to decisions made by representative voting members elected by committee members at the beginning of each school year. Parents and community members are invited to participate in policy committees at the beginning of each school year at mandatory orientations and compact signing day, at the 1<sup>st</sup> monthly Parent Forum, at Open House and at monthly Coffee with the Director meetings. Flyers are also sent home inviting the public to participate. Parents of identified English Learners are invited to participate in the English Learner Advisory Committee through written notice at the beginning of the year and 10 days in advance of each scheduled meeting throughout the year.
6. Policy Committees will interpret and translate the core principles and overarching policy guidelines established by the Board of Directors into operational policy procedures related to curriculum and instruction, business and operations, and school-family-community

partnership, as well as issues addressed by the School Site Council and ELAC. Members of the policy committees make decisions that enable the school to function without interruptions on a day-to-day basis.

7. The Board of Directors will ensure that policy decisions that impact the entire school have followed Brown Act procedures including: public comment and opportunities for discussion so that adequate input can be attained.
8. Translation will be made available to parents and community members as needed, at all Board and Policy Committee meetings. Individuals requiring translation will be allotted additional time (double the time) for public testimony.
9. School website maintains meeting/event information to assure maximum stakeholder involvement.
10. Any stakeholder can request to have an item included on an agenda. All requests are to be submitted to the Board Secretary or Committee Chairperson. The item may be addressed through Public Comment or as an agenda item when item is submitted with sufficient time to be added before the required 72 hour posting.

### **Roles and Responsibilities**

Vaughn will have an active Board of Directors that is responsible for setting the strategic direction of Vaughn and the oversight of the finances, operations and policies of the school.

The Board of Directors shall perform the following responsibilities in good faith and in a manner such Board members believe to be in the best interest of Vaughn.

1. Review, revise and adopt school-wide mission and vision statement; review, revise and adopt core principles and policy guidelines related to curriculum and instruction, business and operation, and partnership development.
2. Follow a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, and recusal
3. Recommend and train new Board members; ensure that its Board members have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of Vaughn.
4. Adopt employee pay plans and benefit package based on salary parity study, school needs, roles and responsibilities
5. Monitor the regular review of the performance of the Executive Director and make succession plans when needed
6. Ensure that the Executive Director and the Board President maintain ongoing communication so that the Board of Directors can effectively carry out its duties.
7. Ensure that Vaughn has effective organizational capacity to carry out its instructional mission, including personnel, materials and facilities
8. Review and approve Vaughn's annual budget; ensure fiscal health through financial monitoring including adoption of interim financial reports, annual audit, investment plan, facilities plan and contracts in accordance with Board-adopted procurement policy.
9. Ensure that Vaughn is fair and inclusive in its hiring and promotion policies for all Board, administrative and employee positions.
10. Serve as Appeal agent related to personnel matters and due process procedures
11. Hears student expulsion cases and makes determination

12. Reviews and updates bylaws as needed.

The role of parents and staff in the governance of the school involve the participation and decision making responsibilities related to the Policy Committee in which they serve. They include the following:

### **Curriculum and Instruction Policy Committee**

(9 members, 50% parents/community members, 50% staff)

Vaughn recognizes the critical importance of building relationships and partnering with parents in the education of the children it serves. Vaughn empowers its families by valuing their input and actively engaging them in the decision making process by inviting them to participate in the governance committees of the school. Vaughn takes every opportunity and utilizes multiple avenues to invite parents to participate such as through: compact signing days, orientation meetings, back-to-school nights, parent forums, community board and website posting, flyers sent home. Vaughn especially focuses on encouraging parent involvement through personal interaction at school meetings and/or community events as it recognizes that many parents are not accustomed, shy and/or reticent to participate. Vaughn's Family/Community coordinator and campus Directors through their daily interactions, Coffee with the Director and ELAC meetings; bring parents into school life and encourage them to get involved in the committees by drawing on their areas of interest, expertise and experience. Vaughn ensures that parents are included in the decision-making process by designating that at least 50% of voting members in all governance committees are parents or community members (Partnership's make-up does differ). Parent/community voting member are elected by all members of the pertinent committee. Voting members of the other 50% membership includes certificated and classified employees who are also elected in the same manner.

1. Reviews and recommends instructional materials and textbooks
2. Develops and promotes new programs and provides training
3. Develops and monitors curricular needs for all significant subgroups including English Learner and Special Ed
4. Develops instructional pacing calendar
5. Monitors student assessment program
6. Schedules and plans staff development activities
7. Schedules and plans intervention
8. Designs report cards
9. Develops and monitors Positive Behavior Support Plan
10. Collaborates with Peer Assistance and Review Team (PAR Team).
11. Recommends school organization schematic including school calendar, instructional minutes, class size and schedules
12. Develops and monitors afterschool programs
13. Develops and recommends Technology plans, technology needs and related training

**Business and Operation Committee**

(9 members, 50% parents/community members, 50% staff):

1. Determines personnel needs.
2. Develops, revises and monitors certificated and classified pay plans.
3. Designs process of staff evaluations and collaborates with PAR Team.
4. Recruits and selects new certificated staff members, consultants and specialists.
5. Develops and monitors a substitute list.
6. Develops an annual budget plan based on school-wide needs.
7. Adjusts expenditures depending on availability of funds.
8. Determines housing, furniture and equipment needs.
9. Reviews facilities requests, e.g., use of auditorium by civic groups.
10. Develops alteration and improvement plans, e.g., P.A. system, bathrooms, parking.

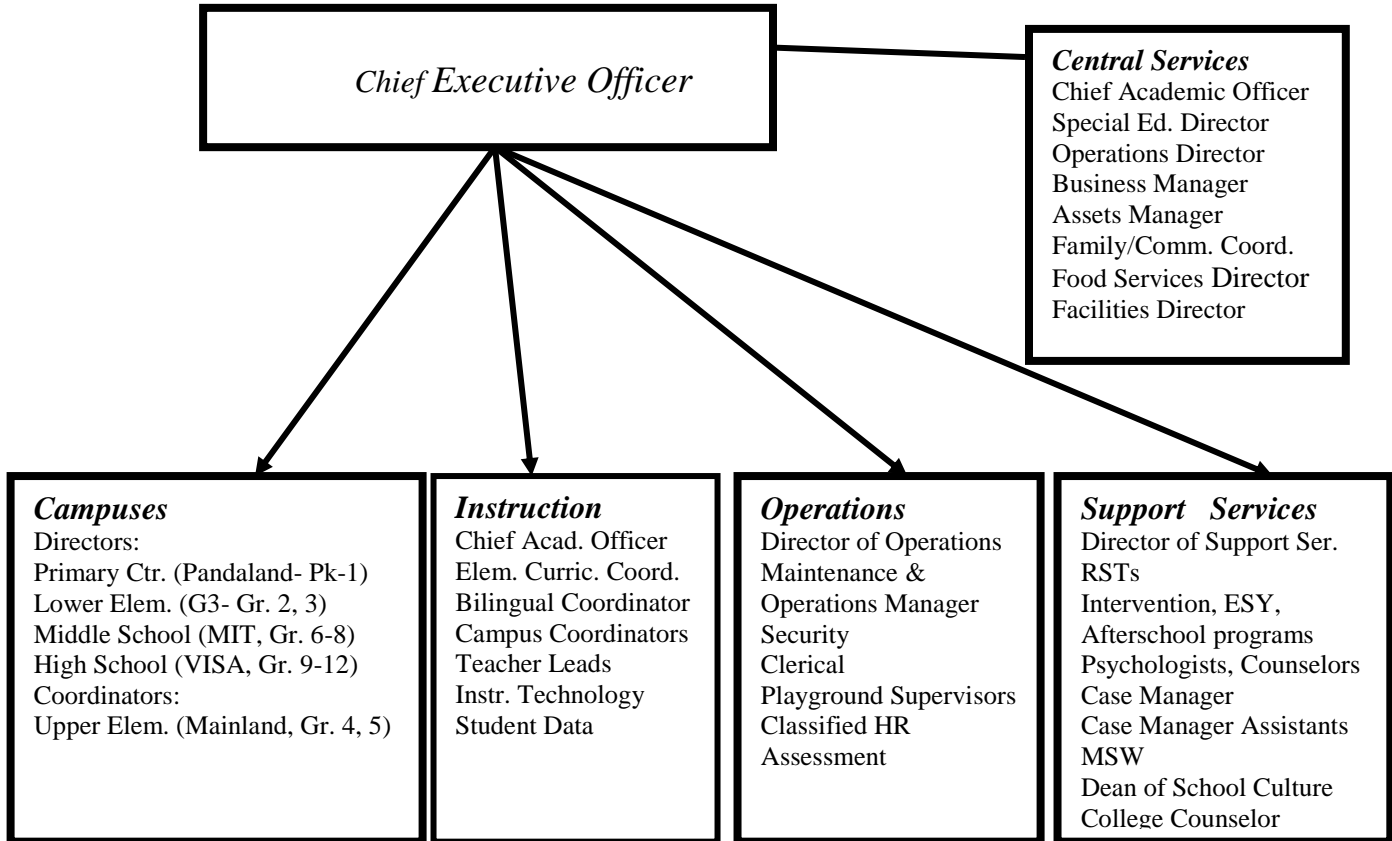
**Partnership Committee**

(12 members, 4 teachers, 1 administrator, 1 other school employee, 4 parents, 2 students):

1. Functions as “School Site Council” for the purpose of Federal Categorical Program
2. Develops, receives input, adopts, disseminates, evaluates and monitors the implementation of our Home-School Compact and Parent/Student Handbooks
3. Conducts parent, family and community climate surveys and needs assessments.  
Serves as conduit for parent input, feedback and recommendations
4. Addresses and supports identified needs of homeless families
5. Organizes parent meetings, including annual Title 1 and ELAC meetings
6. Provides input regarding Vaughn’s charter, single school plan (SPSA), LCFF plan and WASC
7. Coordinates community activities and parent forums
8. Collaborates with the Family Center and Student Leadership Councils
9. Coordinates participation of business and community partners
10. Recruits parent and community volunteers.
11. Organizes and monitors parent engagement opportunities
12. Develops and monitors school uniform policy.
13. Develops Student Discipline Plans
14. Advises and monitors school fundraising efforts

## ORGANIZATION CHART

### **BOARD OF DIRECTORS**



### **POLICY COMMITTEES**

**BUSINESS  
COMMITTEE**

**CURRICULUM &  
INSTRUCTION  
COMMITTEE**

**PARTNERSHIP  
COMMITTEE  
SCHOOL SITE  
COUNCIL**

### **Standards of Ethics**

The Board of VAUGHN is committed to observing and promoting the highest ethical conduct in the performance of their responsibilities and duties on behalf of the organization. As the governing body responsible for setting VAUGHN's mission and strategic direction, the Board is responsible for overseeing its finances, operations, and policies. As such, the Board will work to ensure that the organization conducts all dealings and transactions with integrity and honesty. Upon taking office all Board of Directors complete a Conflict of Interest Certification Form.

### **Process for Charter Amendments**

*If needs arise that a charter amendment may be required, the Governing Board will:*

- Consult with District Charter School Office to determine if an amendment is needed
- Inform the school community of the need and host at least two forums for discussion
- Appoint 2 representatives from each Policy Committee and 2 Board Members (total 8) to form the Charter Amendment Writing Team and lead the charter amendment writing process
- Direct the Executive Director to communicate with representative assigned to Vaughn by the District Charter School Office regarding District's charter amendment process, required language and timeline
- Monitor the work of the Charter Amendment Writing Team including the review of drafts, distribution of drafts to stakeholders for input, hosting public meetings, etc.
- Adopt the charter amendment and submit to the District and work with Charter School office with modifications if needed



## **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**

VAUGHN acknowledges and agrees that all persons are entitled to equal employment opportunity. Vaughn 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**

VAUGHN 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. VAUGHN shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). VAUGHN shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **K-12<sup>TH</sup> Certification**

The School’s core academic teachers are required to hold a current credential, permit, certificate, or other document equivalent issued by the California Teaching Credential.

It is the responsibility of each teacher to ensure that credentials are renewed in a timely manner and remain current. In preparation for certification renewal, teachers must be sure that all renewal requirements (e.g., coursework, documentation, test passage, and/or professional growth plan and record) are completed and available well ahead of application. Teachers shall complete all certification renewals online.

- K-6 teachers – Multiple Subject Teaching Credential
- 7-12 teachers – Single subject in all assigned areas
- Administrators – Administrative service credential and/or MA Degree (except entry level coordinators)
- Resource Specialists – Special Education Credential
- Psychologist, counselors – Appropriate Credentials
- All teaching staff members are highly qualified per provisions set forth in Federal and State regulations (ESSA)
- Paraprofessionals – if funded by Title 1 funds, will meet Federal regulations that govern qualifications of paraprofessionals.

## **VAUGHN JOB DESCRIPTIONS**

In addition to meeting the specific minimum qualifications for each job description, all VAUGHN employees must meet the health and safety clearances described in Element 6, “Health and Safety”.

### ***Teacher***

Under the direction of the Administrator/Coordinator, the duties and responsibilities of the position include:

- Plans and implements lessons in assigned content areas. Instruction is delivered through lecturing, demonstrating, the use of audio-visuals aids and additional supplementary presentation material resulting in student engagement
- Collaborates and co-teaches with grade level team
- Utilizes different instructional strategies based on student needs
- Develops and utilizes various assessments to guide student instruction
- Maintains a safe, nurturing, and structured classroom environment
- Is able to integrate course of study with literature, hands-on activities and technology
- Has a working knowledge of basic computer applications, interactive boards and technology available in the classroom
- Participates in grade level meetings
- Participates in staff development
- Participates in Governing Committees
- Participates in SST and IEP meetings
- Communicates with support staff, administrators, team teachers and parents about student progress
- Completes and updates paperwork to ensure that student records are current
- Is willing to work beyond the parameters of a regular school day to assure the success of the program
- Desires to work closely with students, colleagues and community in modeling and teaching the values of Vaughn Next Century Learning Center

### **Minimum Qualifications:**

- Bachelor’s Degree
- California Teaching Credential
- English Learner Authorization
- Demonstrates subject matter competence in assigned instructional area

### ***Chief Executive Officer***

#### **Governance:**

- Ensures that the Governing Board implements the organizational structure, roles and responsibilities set forth in the approved charter
- Adheres to open meeting requirements and Vaughn’s Conflict of Interest Policies
- Provides adequate due process and protects the rights of students, employees, parents and the public in accordance with applicable laws

- Prepares Board meeting agenda with Board President; provides Board informative and Board-requested research reports and school data
- Represent Vaughn in matters related to its charter authorizing district (LAUSD) and other governmental entities

#### Student Achievement and Educational Performance:

- Provides leadership in achieving academic growth targets for students including progress towards closing the achievement gap
- Provides support in the reclassification of English Learners
- Establishes and monitors Vaughn's internal assessment system and other school data (e.g. Advanced Placement, A-G requirements, graduation rate, etc.) to assure student success
- Implements standards-based instruction to ensure student mastery, and progress toward mastery of the California academic content standards, including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) applicable to the grade levels served
- Implements differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the individual learning needs of all students
- Fully implements the innovative components of the educational program described in the charter
- Implements and monitors Vaughn's special education program in compliance with all legal and instructional requirements
- Designs, implements and monitors a high quality professional development plan for teachers and other staff that supports instructional practices, targets identified needs and aligns with the educational program set forth in the charter

#### Organizational Management and Operations

- Ensures protection of students and staff and complies with applicable legal and charter requirements related to health and safety
- Develops and implements a positive school climate and student discipline system
- Maintains a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- Designs and implements a highly developed system for the evaluation of school staff intended to ensure that Vaughn's educational program yields high student achievement and complies with all applicable legal requirements
- Establishes procedures to ensure staffing is in compliance with applicable provisions of the law and the charter related to qualifications, clearance, credentialing, and assignment requirements
- Drafts new charter and negotiates charter renewal
- Maintains Western Association of Schools and Colleges (WASC) accreditation

#### Fiscal Operations

- Implements Board-approved fiscal policies; reviews and monitors procedures for fiscal soundness, internal control and compliance
- Recommends resource allocation, develops budget for Board consideration and approval, reviews investment reports

- Provides leadership to fiscal team in the preparation of reports
- Collaborates with stakeholders in the development of Local Control and Accountability Plan (LCAP) and submits LCAP to the appropriate agencies
- Assists Board with audit findings and needed corrections
- Remains informed and responds to grant RFPs, develops and submits grant applications; implements and manages governmental and non-governmental grants, bonds and facilities projects; monitors and evaluates subcontractors and consultants who manage construction projects
- Ensures that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements. Completes and submits required reports

#### Minimum Qualifications:

- Earned Master's Degree in Educational Leadership at a US-accredited university and/or Clear Administrative Service Credential issued by the California Commission on Teacher Credentialing (CTC)
- At least eight (8) years of teaching and/or administrative experience in public education institutions including charter schools and/or higher education
- At least five (5) years of administrative experience as site-based administrator (CEO/Principal) of an accredited public school, including charter schools.
- Experience at various levels of a span school (e.g. elementary, middle and high school levels)
- Experience in serving low-income communities, families and students
- Work experience with non-profit organization(s) and social services organizations

#### *Chief Academic Officer*

##### Utilizes outcome data to establish and implement improvement goals

- Implements practices that hold teachers accountable for the learning of all student groups (including PAR process)
- Advocates additional instructional opportunities for students most in need
- Communicates regularly with Administrative and Curriculum teams about program development and short-long term school goals
- Guides the Curriculum Team (Lead Teachers and Curriculum Coordinators) in the development and implementation of professional development to meet the needs of teachers as well as overall school improvement goals (Transition to Common Core, Instructional Differentiation, Project Based Learning, ELD/EL Instructional Strategies, etc.)
- Works with the Administrative and Curriculum Teams to promote the alignment of a standards based instructional program.

##### Sets goals, analyzes assessments, disaggregates data, monitors student growth

- Effectively uses data to assess and diagnose instructional needs, define staff and school-wide goals for continuous improvement, and collaboratively designs differentiated professional development to meet needs and achieve goals.
- Implements multiple assessments to measure student's growth.

- Communicates the importance of aligning student needs, student data and instructional differentiation.

Creates a positive safe and supportive learning environment for all student groups by promoting access, equity and respect among all members of the school community

- Supports the implementation of the Student positive behavior support system and school safety procedures
- Advocates additional services for students in and out of school time including extra-curricular community partnerships
- Communicates with families and communicates to strengthen collaboration and resources
- Monitors culture of learning, student social and emotional needs

Implementing and managing interaction of all of the school's systems to promote teaching and learning

- Implements tasks in an organized and timely manner
- Supports organizational needs with optimal facilities arrangements
- Advocates for collaborative governance and responsibilities
- Communicates with staff on organizational plans and changes
- Monitors alignment of student needs to organizational structure including time allocation, scheduling, facilities, and personnel

Service to school and profession, attendance at meetings, punctuality, dress code, professional conduct

- Participates in school events
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade level
- Dependable, consistently attends and participates in scheduled meetings
- Arrives on time. Completion of scheduled work hours
- Consistently dresses professionally, adhere to Dress Code per Staff Handbook
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism
- Plans and designs program activities and personnel needs
- Implements time-tasks calendar and reporting requirements
- Supports staff to ensure quality of program delivery
- Advocates for alignment of student need to special programs

Minimum Qualifications:

- Master's Degree in Education or related field
- Completed, or working towards, Tier 2 California Administrative Credential
- Minimum 5 years of teaching or related field experiences

### ***Site Directors***

#### **Utilizes outcome data to establish and implement improvement goals**

- Implements practices that hold teachers accountable for the learning of all student groups (including PAR process)
- Supports teachers to improve their instruction through professional development, teaming and observing each other
- Advocates additional instructional opportunities for students most in need
- Communicates regularly with teachers about rigors curriculum and quality teaching
- Monitors teachers' behaviors and the participation of every student in quality instruction

#### **Sets goals, analyzes assessments, disaggregates data, monitors student growth**

- Implements academic accountability evidenced by student growth
- Supports teachers in strengthening students' growth targets
- Effectively uses data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively designs differentiated professional development to meet needs and achieve goals.
- Monitors administrations to multiple assessments and results

#### **Creates a positive safe and supportive learning environment for all student groups by promoting access, equity and respect among all members of the school community**

- Implements Student positive behavior support system and school safety procedures
- Support student and staff input and assesses the culture of the school from students' perspectives
- Advocates additional services for students in and out of school time including extra-curricular community partnerships
- Communicates with families to strengthen collaboration and resources
- Monitors culture of learning, student social and emotional needs

#### **Implementing and managing interaction of all of the school's systems to promote teaching and learning**

- Plans schedules, enrollment and personnel needs
- Implements tasks in an organized and timely manner
- Supports organizational needs with optimal facilities arrangements
- Advocates for collaborative governance and responsibilities
- Communicates with staff on organizational plans and changes
- Monitors alignment of student needs to organizational structure including time allocation, scheduling, facilities, and personnel

#### **Service to school and profession, attendance at meetings, punctuality, dress code, professional conduct**

- Participates in school events
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade level
- Dependable, consistently attends and participates in scheduled meetings
- Arrives on time. Completion of scheduled work hours
- Consistently dresses professionally, adhere to Dress Code per Staff Handbook

- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism
- Plans and designs program activities and personnel needs
- Implements time-tasks calendar and reporting requirements
- Supports staff to ensure quality of program delivery
- Advocates for alignment of student need to special programs

#### Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise
- Master's Degree in Education or related field
- Completed Tier 2 California Administrative Credential

### ***Director of Operations***

#### Faculty and Staff Development

- Prepares employees for assignments by establishing contracts, schedules, and review of school policies
- Schedules management conferences with employees; hearing and resolving employee grievances, FMLA, change of schedules
- Efficiently handles and resolves complaints filed related to personnel issues; AB 1432 (harassment)
- Supports staff development; mandated trainings implementation
- Monitors alignment of school needs with classified staff experience; placement on sites and schedules

#### Human Resource

- Maintains the work structure by updating job requirements and job descriptions for classified positions.
- Maintains classified staff payroll roster/organization; establishing a recruiting and interviewing process; guiding hiring committees on candidate selection
- Maintains classified pay plans and updates as needed; monitoring and scheduling classified pay actions; recommending, planning, and implementing pay structure revisions
- Assures legal compliance by monitoring and implementing applicable human resource federal and state requirements; conducting investigations; maintaining records; representing the organization at unemployment hearings.
- Investigates and resolves conflicts between classified personnel; gives guidance to admin. on an as needed basis

#### California Assessment of Student Performance and Progress (CAASP)

- Oversees the district testing program and makes recommendations to ensure full compliance with federal and state regulations
- Acts as the district liaison to communicate testing procedures
- Responds to testing information, requests and training
- Communicates regularly with administrators about testing protocols
- Adheres to all State testing deadlines and ensures all requests made by the State are communicated in a timely manner.

### Organization

- Maintains human resource records by designing a filing and retrieval system; keeping past and current records.
- Implements tasks in an organized and timely manner
- Submits data for federal, state or local mandated reports (SARC), as related to students and staff.
- Attends workshops and professional conferences to continuously administer the improvement of testing programs for organization

### Culture of Learning

- Supports implementation of School safety and personnel procedures
- Collaborates with staff regarding hiring needs
- Collaborates with independent contractor's requests
- Supports staff development with mandated compliance trainings
- Collaborates with School Wide Emergency Team; develops emergency preparedness school plan

### Professionalism

- Develops effective working relationships with individuals and groups
- Initiates important activities to contribute to the profession, such as presentations, sharing of knowledge and resources,
- Dependable; adheres to established work deadlines
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally, adheres to Dress Code

### Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise
- Master's Degree in Education or related field
- Completed Tier 2 California Administrative Credential

### ***Student Support Services Director***

#### Academic rigor: standards, rigorous curriculum, quality instruction, faculty development

- Leads RTI teams to develop and implement a systematic, coherent instructional Program for special populations (at-risk, SPED).
- Guides RTI teams to create instructional labs/groups by analyzing data (universal screeners, diagnostic screeners)
- Advocates for additional instructional opportunities for students most in need (labs, tutoring for SST and RTI purposes)
- Implements practices that hold resource teachers accountable for student learning (PAR process)
- Supports resource teachers to improve their instruction through professional development, mentoring, and networking
- Communicates with resource teachers about rigorous curriculum and quality teaching in co-teaching situations and learning centers



- Monitors the implementation of 504 Plans to ensure the participation of special students in quality instruction

#### Special Education/Section 504 compliance

- Completes mandated special education compliance reports in a timely manner. (SESACS, SER 311)
- Communicates the results and actions of compliance reports with administrators and service providers.
- Addresses compliance issues with special education service providers.
- Maintains accounts of students enrolled in special education programs and under Section 504 plans.
- Communicates with Special Support Team about special education and Section 504 issues/mandates/trainings, etc....
- Completes Section 504 evaluations within a “reasonable” time frame (~60days)

#### Culture of learning: student behavior, school environment, connections to families and communicates personal growth

- Plans personal growth opportunities and completes new learning (district trainings, targeted PD)
- Conducts community outreach and trainings on topics/issues related to special education (SPED Parent Meetings, TLCs, Faculty meetings, clan/departments meetings, forums)
- Supports teachers and/or teams in providing academic and/or behavior support to specific students.

#### Organization

- Supervises schedules of Special Ed and special programs (ASES, YPI, Americorps) staff and personnel needs
- Implements tasks in an organized and timely manner
- Monitors alignment of student needs to organizational structure including time allocation, scheduling, facilities, and personnel
- Communicates with staff on organizational plans and changes

#### Professionalism

- Attends and participates in all scheduled meetings.
- Completes scheduled work hours and arrives on time.
- Dresses professionally and adheres to Dress Code per Staff Handbook.
- Effectively communicates and collaborates with teachers, support staff, administrators, and parents.

#### ASES After School Program, YPI: SES Tutoring, AmeriCorps

- Attends advisory/planning meetings for after school.
- Completes mandated reports/activities for after school programs in a timely manner. (audits, fiscal and attendance reports)
- Supports after school site coordinators and staff in issues related to facilities, training, personnel, student behavior, and program activities.

#### Minimum Qualifications:

- Clear California Special Education Teaching Credential
- Minimum 10 years of teaching or related expertise

- Master's Degree in Education or related field

### ***Curriculum Coordinators***

#### Utilizes outcome data to establish and implement improvement goals

- Implements practices that hold teachers accountable for student learning (including PAR process).
- Assists teachers by seeking out and sharing instructional resources and strategies that will enhance classroom instruction and supports teachers to improve their instruction through professional development, teaming and observing each other.
- Facilitates grade-level team/department meetings to analyze assessment data, discuss best practices, identify student needs, and plan differentiated instruction for all learners.
- Assists teachers in development of lessons/units/projects aligned to the Common Core State Standards.
- Develops and implements professional development activities that are aligned to school goals (Transition to Common Core, Instructional Differentiation, Project Based Learning, ELD/EL Instructional Strategies.)

#### Sets goals, analyzes assessments, disaggregates data, monitors student growth

- Effectively uses data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design professional development to meet needs and achieve goals.
- Oversees and monitors implementation of Language Observation Task System (L.O.T.S.) and advocates for meeting growth targets for English Learners.
- Communicates the importance of aligning student needs, student data and instructional differentiation.
- Assists with the administration of multiple assessments (CELDT, NWEA, etc.).

#### Creates a positive safe and supportive learning environment for all student groups by promoting access, equity and respect among all members of the school community

- Implements student positive behavior support system and school safety procedures.
- Supports teachers and staff input and assesses the culture of the school from students' perspectives.
- Communicates with families to strengthen collaboration and resources.
- Monitors culture of learning, as well as student social and emotional needs.

#### Implementing and managing interaction of all of the school's systems to promote teaching and learning

- Works with the Curriculum Team to develop the professional development calendar.
- Effectively collaborates with Director and Counselor to develop school matrix for maximum learning opportunities.
- Collaborates with site administrator and faculty to arrange for appropriate placement of special populations.
- Advocates for collaborative governance and responsibilities.
- Communicates with staff on organizational plans and changes.
- Implements tasks in an organized and timely manner.

Service to school and profession, attendance at meetings, punctuality, dress code, professional conduct

- Participates in school events.
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade levels.
- Dependable, consistently attends and participates in scheduled meetings.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally adhere to Dress Code per Staff Handbook.
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism.
- Participates in school events.
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade levels.
- Dependable, consistently attends and participates in scheduled meetings.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally adhere to Dress Code per Staff Handbook.
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism.

Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise
- Master's Degree in Education or related field
- Working towards completion of Administrative Service Credential preferred

***Lead Teachers***

Standards, rigorous curriculum, quality instruction, faculty development

- Supports teachers to improve their instruction through teaming and collaborating with peers
- Advocates additional instructional opportunities for students most in need
- Communicates regularly with teachers about rigorous curriculum and quality teaching
- Facilitates grade-level team/department meetings to analyze assessment data, review student work, discuss best practices, identify student needs, and plan differentiated instruction for all learners
- Assist teachers in development of targeted Content and Language Objectives (Common Core & ELD Integration)
- Assist teachers in development of lessons/units/projects aligned to the Common Core State Standards
- Assist teachers by developing and implementing professional development activities that are aligned to school goals (Transition to Common Core, Instructional Differentiation, Project Based Learning, ELD/EL Instructional Strategies, etc.)

- Assists teachers by seeking out and sharing instructional resources and strategies that will enhance classroom instruction

Set goals, assessments, disaggregates data, monitors student growth

- Facilitates the collection, analysis, and interpretation of data in order to enhance professional development and inform instructional practice
- Advocates for meeting growth targets for English Learners
- Communicates the importance of aligning student needs, student data and instructional differentiation
- Assists with the administration of multiple assessments (CELDT, NWEA, etc.)
- Promotes implementation of targeted intervention and differentiation of curriculum for EL students
- Contributes to the analysis of data from universal screeners to make decisions regarding intervention
- Plans and develops high and realistic goals by analyzing data
- Oversees and monitors implementation of Language Observation Task System (L.O.T.S.)

Student behavior, school environment, connections to families and communicates

- Supports teacher and staff input when planning professional development
- Assesses the culture of the school from students' perspectives and advocates for the academic needs of all students'.

Organization and personal Growth

- Works with the Curriculum Team to develop the professional development calendar
- Seeks out and communicates professional development opportunities for faculty
- Collaborates with site administrator and faculty to arrange for appropriate placement of EL students within teams
- Plans and develops high and realistic goals by analyzing data
- Provides information for parents to enhance their child's academic performance (for example: parent trainings, brochures, reports).
- Plans personal growth opportunities and engages in new learning

Service to school and profession, attendance to meetings, punctuality, dress code, professional conduct, special assignments

- Volunteers to participate in school events, actively participates in a committee
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade level
- Dependable, consistently attends and participates in all scheduled meetings
- Arrives on time. Completion of scheduled work hours
- Consistently dresses professionally, adheres to Dress Code per Staff Handbook
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism

Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise

## ***Dean of School Culture***

### **Student Support**

- Provides small group and individual school academic/behavioral support to students in immediate need and/or referred by school staff as needed.
- Assists and meets with students in making progress towards school behavioral goals.
- Attends, when applicable, 504 meetings providing input and assists in monitoring student behavior.
- Fairly investigates incidents and mediates between all involved to resolve issues. (Student-Student, Teacher-Student)
- Assigns appropriate behavioral consequences in a timely manner following what law is permitted.
- Regularly monitors students that begin to accumulate un-cleared behavior stamps and demerits.
- Promotes a safe and positive school culture. (Merit System, Anti-Bullying, Etc.)

### **Collaboration/Consultation**

- Consults with teachers on student behavioral and social-emotional needs as needed.
- Maintains communication with teachers via meetings, verbal, written and electronic communication.
- Fairly mediates between student and teacher when necessary as well as calls for parent-teacher-student meetings.
- Provides agenda and minutes for School Culture Meeting
- Participates in communicating student behavioral concerns at weekly grade level team meetings through agenda.
- Participates at the monthly MIT Team meetings including Director, Curriculum Coordinator, and faculty chair. (Attendance on Minutes)
- Actively participates in developing a system to encourage behavioral changes needed. (Accountability cards, parent contact, team debriefing)

### **Prevention/Intervention**

- Collaborates with Administrators, RST's, Intervention staff, School Psychologists, Teachers and other support staff to aid student success.
- Demonstrates sensitivity and appreciation for diversity among individuals and groups.
- School-Wide Program Coordination: (Assists with: Positive Behavior Plan roll-out (Merit System); Cross Grade Mediation)

### **Parent/Community Engagement**

- Consults with families in regards to students' academic, social/emotional and behavioral needs and goals. (Demerit Notices, Parent Notice of Excessive Demerits, Merit System Explanation (Yearly Letter))
- Maintains communication with families via parent meetings, written communication, electronic communication, and phone calls as needed.

### **Special Assigned Programs**

- Implements the Mediation Program (4-8)
- Monitors the Merit System- Jag Points
- Assumes responsibility when administration is not available.

#### Organizational Professional Management

- Respectfully and professionally maintains effective communication with all relevant staff as needed.
- Completes tasks in an organized manner; meets deadlines.
- Adheres to work schedule and attends scheduled meetings.
- Utilizes documentation system within the ARIES database.
- Exhibits proper work ethics maintaining professionalism.
- Systematically focuses on improving effectiveness of middle school culture by serving students' social/emotional and academic needs.

#### Professional Growth

- Attends professional development conferences/workshops.
- Attends Weekly Team Meetings with Middle School Administration and Mental Team.

#### Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise

#### ***School Counselors***

##### Student Support:

- Provides small group and individual school counseling support to students in immediate need and/or referred by school staff as needed.
- Assists students in making progress towards school counseling goals.
- Attends IEP meetings, provides Present Levels of Performance, and goal(s) for students with DIS counseling needs.
- Tracks DIS counseling services on Welligent database and turns in monthly SESAC reports to Special Education Coordinator.
- Attends and/or provides input during student 504 Plan meetings as assigned.
- Promotes a safe and positive school culture.

##### Collaboration/Consultation

- Consults with teachers on student academic and social-emotional needs as needed.
- Maintains communication with teachers via meetings, verbal, written and electronic communication.
- Consults and communicates with teachers regarding student scheduling needs.
- Accepts, reviews and follows up on referrals.
- Assists teachers by collaborating with Mental Health team to provide support and resources to at-risk students.
- Participates in weekly team meetings as available
- Actively participates in activities to contribute to the school wide team such as collaborating with teachers and staff, sharing knowledge and resources.

##### Prevention/Intervention

- Collaborates with Administrators, RST's, Intervention staff, School Psychologists, and other support staff to aid student success.
- Works with the case managers to set up SST reviews and SST meeting for students referred to RTI2.

- Attends and leads SST Meetings.
- Attends and leads SST Review Meetings.
- Collaborates with Administrators and teachers to develop Master Schedule based on student needs.
- Demonstrates sensitivity and appreciation for diversity among individuals and groups.
- School-Wide Program Coordination: (Assists with: Positive Behavior Plan roll-out; Mandated Reporting Procedures; Suicide Prevention Procedures; Safe Schools Plan)

#### Parent/Community Engagement

- Consults with families in regards to students' academic and social/emotional needs and goals.
- Maintains communication with families via parent meetings, written communication, electronic communication, and phone calls as needed.
- Develops home-school collaborative plans with parents as necessary.
- Provides families with outside mental health agency referrals and other relevant community resources as needed.

#### Special Assigned Programs

- Serves on School Crisis Team (assists in crisis situations calmly and professionally).
- Recruits and supervises counseling intern(s) when applicable.
- Collaborates with outside health and counseling agencies (i.e. Hathaway-Sycamores Agency, El Centro de Amistad, SF Partnership, NEVHC etc.) in regards to arranging logistics of service delivery on school site.
- Maintains communication with counseling service providers as needed.

#### Organizational Management

- Maintains effective communication with all relevant staff as needed.
- Completes tasks in an organized manner; meets deadlines.
- Implements student schedule changes in a timely manner.
- Utilizes documentation system within the ARIES database.

#### Professional Growth

- Attends professional development conferences/workshops.
- Attends Weekly Team Meetings with Middle School Administration and Dean
- Attends Monthly Student Support Team Meetings.
- Attends Monthly Mental Health Team Meetings.
- Systematically focuses on improving effectiveness of middle school counseling program by serving students' social/emotional and academic needs.
- Consults with other Vaughn student support staff service providers.

#### Minimum Qualifications:

- Master's Degree in School Counseling, Education or Psychology
- California Pupil Personnel Services Credential with an authorization in school counseling

### ***School Psychologists***

#### **Psycho-Educational / IEPs / Other Assessments**

- Conducts psycho-educational assessments (measures general and cognitive ability, language development and proficiency, visual and motor skills, adaptive functioning, behavioral and socio-emotional development).
- Develops learning profiles of individual students to determine strengths and weaknesses, educational needs, and effects of social behavior relevant to educational placement and instructional planning.
- Evaluates learning & play environments & eligibility for SPED services.
- Analyzes data and interprets assessment findings of individual case studies to administrators, teachers, parents, students, and other IEP Team members.
- Assists IEP team in providing a written IEP report, recommendations, modifications, and accommodations regarding eligibility & classroom strategies.
- Assists IEP team in determining needs, eligibility, related services, and placement of students in general and/or special education.

#### **Consultation and Collaboration / Teamwork**

- Provides teacher, staff, and parent consultation and collaboration regarding student academic, social-emotional, and behavioral needs.
- Assists the IEP Team in development of positive behavior intervention strategies, positive behavior support plans, functional behavior analysis and intervention strategies, Functional Behavior Assessments (FBA), etc.
- Participates in the development and refinement of Vaughn NCLC school-wide policies (i.e., PBIS, Lockdown Procedures, Crisis Plan, etc.)
- Attends and participates in Special Student Support Team meetings.
- Utilizes documentation system within the school-wide AERIES database.

#### **Prevention, intervention, and post-intervention**

- Participates in prevention, intervention, and post intervention approaches for students at SST, DRT, FST, Student Safety Plan, and Section 504 Plan meetings and reviews as needed.
- Works directly with staff, students, and their family members to address barriers to learning.
- Participates in the Response to Instruction and Intervention (RtI<sup>2</sup>) multi-tiered model approach with regard all students.
- Provides psychological and crisis-intervention support and counseling to students, staff, and families as needed.
- Is an active member of the Vaughn Mental Health Team and Crisis Team.
- Created (with collaboration and consultation) the Vaughn NCLC School-Wide Positive Behavior Support Plan (PBIS); provides support to staff as needed.
- Provides professional developments for Vaughn staff members and families as requested / needed (i.e., Suicide Prevention, Mandated Reporter, etc.)
- Plans and participates in Vaughn NCLC Parent Forums and trainings as requested / needed.



#### Professional responsibilities, development, and growth

- Writes comprehensive psycho-educational reports and provides them to parents.
- Complies with Federal, State, Modified Consent Decree (MCD), and Welligent guidelines and timelines regarding IEP procedures.
- Maintains CONFIDENTIAL Psycho-Educational files for Vaughn NCLC.
- Provides services for and communication with limited English proficient students and parents in a targeted primary language other than English.
- Serves as a resource person and leader in staff/professional development activities related to the field of psychological services and the use of educational support services.
- Participates on Vaughn NCLC Governance Committee (i.e., Curriculum)
- Consults with District and Charter psychological and other staff as needed
- Attends professional development conferences/workshops including Charter Operated Programs (COP) trainings.
- Attends LAUSD & COP, Option 3 School Psychologist's meetings.
- Service to school and profession: work attendance and punctuality, dress code, meeting attendance, professional conduct, special assignments, etc.
- Performs other duties as assigned (including Administrative Designee).

#### Minimum Qualifications:

- Master's Degree in Psychology
- California Pupil Personnel Services Credential with an authorization in school psychology

#### ***School Social Worker***

##### Student Support

- Provides small group and/or individual counseling support to students in immediate need that are referred by school staff as needed.
- Assists students in making progress towards school counseling goals.
- Attends IEP meetings, provides Present Levels of Performance, and goal(s) for students with DIS counseling needs.
- Attends and/or provides input during student 504 Plan meetings as assigned.
- Promotes a safe and positive school culture.

##### Collaboration/Consultation

- Consults with teachers on student academic, social-emotional, and career needs as needed.
- Maintains communication with teachers via formal/informal meetings, verbal, written and electronic communication.
- Reviews new referrals and consults with School Counselor and/or Clinical Supervisor to determine appropriate action.
- Actively participates in activities to contribute to the school wide team such as collaborating with new teachers, making presentations, sharing knowledge and resources.

##### Prevention/Intervention/Post intervention

- Provides short term counseling services to students with higher needs (Tier 3)
- Collaborates with Administrators, RST's, Intervention staff, School Psychologists, Counselors, and other support staff

- Consults with the Case Managers to promote student success.
- Attends and participates in SST Meetings.
- Attends and participates in SST Review Meetings.
- Actively provides assistance to increase effective teamwork among staff.
- Demonstrates sensitivity and appreciation for diversity among individuals and groups.
- Provides psychological and crisis-intervention support and counseling to students, staff, and families as needed.
- Serves as a member of the Vaughn Mental Health Team and Crisis Team.

#### Parent/Community Engagement

- Consults with families in regards to students' academic, social/emotional, and career needs and goals.
- Maintains communication with families via parent meetings, written communication, electronic communication, phone calls, and home visits.
- Provides families with outside mental health agency referrals and other relevant community resources as needed.

#### Special Assigned Programs

- Serves on School Crisis Team (assists in crisis situations calmly and professionally).
- Attends and/or provides input during student suspension/expulsion meetings as assigned.
- Attends and/or provides input during student Discipline Review Team meetings as assigned.
- Attends and/or provides input during student retention meetings as assigned.
- Assists and/or provides support to student with attendance issues as assigned.

#### Organizational Management

- Maintains effective communication with all relevant staff as needed.
- Completes tasks in an organized manner; meets deadlines.
- Participates in Governance Committee (i.e. Partnership).
- Maintains an updated Master List of students receiving school social work support.
- Utilizes documentation system within the ARIES/Welligent database.

#### Professional Growth

- Attends professional development conferences/workshops.
- Systematically focuses on improving effectiveness and efficiency
- Attends monthly Student Support Team Meetings.
- Attends monthly Mental Health Team Meetings.
- Consults with other Vaughn student support staff service providers.
- Service to school and profession: work attendance and punctuality, dress code, meeting attendance, professional conduct, special assignments, etc.

#### Minimum Qualifications:

- Master's Degree in Social Work
- California Pupil Personnel Services Credential

### ***College Advisor***

- Coordinates school-linked social services for students related to college and career readiness
- Collaborates with school counselors to promote student's application process to college/universities
- Conducts workshops with students and families regarding college financial aid, applications, etc.
- Assists students in coordinating campus tours, visits, applications
- Coordinates college fair
- Meets with students on a regular basis to begin researching and applying to colleges.
- Researches available resources that will meet the families and student's needs.
- Serves as a liaison for students with college/university personnel.
- Monitors and maintains a list of students who are accepted, attending and/ or have graduated from college/ university.
- Assists parents, school staff and agencies with translation services English to Spanish.
- Assists parents with documents and incoming mail translation in regards to college applications for students.
- Works effectively with employees, students, and the public
- Communicates effectively orally and in writing
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

### **Minimum Qualifications:**

- High School Graduate
- Bachelor's Degree

### ***Family/Community Family Coordinator***

- Plans and coordinates Vaughn Community Family Center (VCFC) under Executive Director's guidance
- Effectively designs and develops VCFC program and facility for all stake holders
- Develops and coordinates organizational system for parent classes on all campus sites
- Acts as a school liaison and support system for the YPI Community School Coordinator
- Coordinates on-site adult education program with community organizations
- Supports Partnership activities between families and staff including Parent Forums, Open House, special events, etc.
- Evaluates and monitors programs providing services based on identified needs
- Markets and publicizes the VCFC services through outreach activities
- Develops parent engagement, leadership and advocacy skills
- Provides referral information to families.
- Advocates for a safe and vibrant neighborhood maximizing learning opportunities and improving the quality of life
- Other duties as assigned by Executive Director and /or Partnership Administrator

Minimum Qualifications:

- High School Graduate
- Bachelor's Degree
- Experience with community and non-profit organizations.

***Classroom Paraprofessional***

- Team teaches with General Education Teacher
- Monitors & supervises children indoors and outdoors
- Conducts children observations as needed
- Implements classroom procedures
- Supports educational program through-out the school day
- Attends educational fieldtrip as needed
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:

- High School Graduate
- AA Degree or 60 College Units
- Passage of Vaughn's Proficiency Test of 70% or better
- Preferably, enrolled in an accredited college

***Case Manager Assistant***

- Coordinates school-linked social services for families and children.
- Conducts home visits as needed.
- Assists families in accessing services in the community.
- Assists teachers reach the "difficult to reach" parents, assists families with resident and school changes.
- Coordinates Student Study Team meetings.
- Meets with referred families to conduct an initial family assessment.
- Researches available resources that will meet the families need.
- Assists with the development of family service plan, helps families reach their goal.
- Serves as a liaison to the Family Center.
- Assists parents, school staff and agencies with translation services English to Spanish.
- Assists parents with Medical/Healthy Families application completion and renewal.
- Provides transportation to parents when needed.
- Assists parents with documents and incoming mail translation.
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:

- High School Graduate
- AA Degree or 60 College Units
- Passage of Vaughn's Proficiency Test of 70% or better
- Preferably, enrolled in an accredited college

***Behavior Intervention Assistant***

- Provides behavior management intervention services
- Prevents and de-escalates harmful/disruptive behaviors
- Implements crisis intervention strategies
- Implements differential reinforcement and extinction procedures
- Conducts certain types of assessments (e.g. stimulus preference assessments) as assigned by supervisor
- Assists in collecting and recording behavioral data to track student progress
- Reports student progress and makes recommendations to behavior team
- Tracks services provided in a timely and accurate manner
- Collaborates with support and school staff to develop, implement, and modify behavior intervention plans
- Attends ongoing trainings as assigned
- Maintains confidentiality at all times
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:

- High School Graduate
- AA Degree or 60 College Units
- Passage of Vaughn's Proficiency Test of 70% or better
- Preferably, enrolled in an accredited college

***Office Managers***

- Assists administrators by assuming responsibility for administrative details related to clerical procedures of school operations
- Develops and recommends procedures for the compilation, maintenance, and presentation of data
- Supervises complex clerical procedures, including the preparation of dissemination of information, and the implementation of school-wide procedures
- Monitors clerical procedures; performance standards, office records, and related matters in order to advise administrative personnel
- Explains school policies and procedures; phone, via email and/or in person.
- Processes and monitors student enrollment
- Issues and monitors issuance of school site keys
- Maintains and orders office equipment and supplies
- Maintains office and grade levels discretionary budgets

- Reserves buses for fieldtrips
- Enters data on student information system
- Prepares, edits and distributes rosters, parent correspondences, reports, bulletins, and memorandums
- Locates records and obtains information from other offices and agencies.
- Trains and supports office assistants in related job duties
- Assists in attendance accounting in preparation for State report and Statistical Report
- Calls and confirms substitute teachers as needed
- Updates website calendar events, school marquee, and student announcement page
- Maintains facility calendar of reservations of campus facilities
- Assists in preparations of purchase orders for in-house personnel
- Prepares and sends out informational messages on school phone dialer system for parents and students
- Supervises student clearance for end of the year
- Processes payroll summaries of teachers, substitutes and classified staff for site.

**Minimum Qualifications:**

- High School Graduate or GED equivalent
- At least five (5) years of prior clerical experience

***Food Service Director***

- Establishes high quality standards for food service
- Enforces food and employee safety policies and procedures that ensures a sanitary and safe environment
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies
- Establishes standards for procurement, receiving, storing, and inventory of food and non-food supplies
- Ensures Child Nutrition Program compliance with all local, state, and federal laws, regulations, and policies
- Develops cost-effective menus that maintain and enhances nutrition integrity and meets all local, state, and federal guidelines and regulations
- Employs proactive management techniques and implements policies and procedures to ensure the effective and efficient operations of the Child Nutrition Program
- Implements effective personnel policies and procedures in the management of food service staff members
- Develops a marketing plan that promotes program accountability to students, parents, teachers, administrators, support staff, and community
- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation

**Minimum Qualifications:**

- Postsecondary education in the field of Food Service Management (Hospitality Management), Community Nutrition and Marketing, and/or equivalent educational experience such as an extensive training program in school nutrition topics from a professional association with a credentialing and certification program
- 8 hours of food safety management training (Certificate renewed every 5 years)

***Cafeteria Worker***

- Attends in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans linens, utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Evaluates prepared food for flavor, appearance, and temperature for the purpose of providing items that will be accepted by students and staff.
- Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
- Merchandises food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Monitors kitchen and cafeteria areas (e.g. proper charging procedures for items taken, employee safety, working procedures, etc.) for the purpose of ensuring a safe and sanitary working environment.
- Oversees the preparation, cooking, and serving of food (e.g. regular food items, special diets, students with allergies, etc.).
- Prepares food and beverage items according to standardized recipes and established food preparation procedures.
- Receives food items and/or supplies and places them in designated areas utilizing temperature requirements and food spoilage guidelines
- Reports needed supplies and equipment malfunctions for the purpose of notifying cafeteria manager of needed items and repair and/or replacement.

**Minimum Qualifications:**

- Knowledge of preparing, and producing various food items for student and staff consumption
- Careful use of kitchen utensils

***Maintenance and Operations Manager***

- First contact for alarm system (Apple Valley)- set up passcodes
- Supervises and collaborates with school wide Plant Managers
- Works with vendors on bids, quotes and estimates for school wide repairs
- Works with outside building contractors to coordinate facility access

- Maintains a working budget for school wide repairs
- Making minor repairs and installing equipment or appliances in buildings.
- Using common hand tools and operating simple power tools in installation, maintenance, repair, and refinishing work.
- Disassembling and assembling, cleaning and sanding, and otherwise preparing equipment, fixtures, or appliances.
- Installs and secures office machines and electronic equipment.
- Repairs, assembles, installs, school equipment and furniture.
- Installs, maintains and makes minor repairs to a variety of blinds, windows, light fixtures, air filters, etc.
- Assists in loading and unloading furniture and equipment on trucks.
- Performs maintenance and/or repair projects in a variety of crafts.
- May operate power equipment such as trucks, lifts, pneumatic tools, saws, drills, sanders, and other items.
- Operates services, adjusts, and makes minor repairs to power equipment (scrubbing machines, vacuum cleaners, yard equipment, etc.)
- Inspects the building and equipment in order to maintain custodial standards and non-hazardous conditions
- Determines the need for maintenance work and coordinates maintenance services with Plant Managers and contracted services.
- Maintains a healthy & safe environment (classroom, bathrooms, grounds, hallways, etc.)
- Supervises and participates in moving audio-visual and other equipment within the school or office.
- Secures building (sets up alarm system)
- Work effectively with employees, students, and the public
- Communicates effectively orally and in writing
- Participates in all school emergency and safety plans
- Works with Executive Director and Operations Director on specific needs for each site.

#### Minimum Qualifications:

- High School Graduate
- Meets physical fitness requirements
- Experience in janitorial and maintenance work, preferred.

#### *Custodian*

- Secures building (sets up alarm system)
- Sets up and cleans up for school events
- Communicates with Plant Manager daily on custodial needs (night staff)
- Supervises and participates in custodial work in cleaning rooms, toilets, halls, stairways, gym, library, walls, fixtures, and equipment (sweeping, polishing, mopping, dusting, vacuuming, and disinfecting).
- Operates, services, adjusts, and makes minor repairs to power equipment (scrubbing machines, vacuum cleaners, yard equipment, etc.)



- Inspects the building and equipment in order to maintain custodial standards and non-hazardous conditions
- Determines the need for maintenance work and coordinates maintenance services with Maintenance Office
- Maintains a healthy & safe environment (classroom, bathrooms, grounds, hallways, etc.)
- Orders, receives, checks, disburses, and stores custodial and school supplies/equipment
- Supervises and participates in watering lawns, shrubs, and trees
- Supervises and participates in the removal of weeds and debris from paved and unplanted areas.
- Supervises and participates in moving audio-visual and other equipment within the school or office.
- Works effectively with employees, students, and the public
- Communicates effectively orally and in writing
- Participate in all school emergency and safety plans

**Minimum Qualifications:**

- Experience in custodial field
- Ability to pass physical fitness test

***Campus Aide***

- Monitors and supervises children indoors and outdoors
- Implements cafeteria, classroom and outdoor procedures
- Supports school wide positive behavior support
- Is able to walk around and stand for approximately 40 minutes at a time
- Works effectively with employees, students, and the public
- Communicates effectively orally and in writing in English
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

**Minimum Qualifications:**

- Experience in supervising children
- Ability to pass physical fitness test

***IT System Manager***

- Maintains, configures, upgrades and troubleshoots computers, switches, servers, student servers, wireless controllers, network security, interactive software, firewall/content filter, VMWare VSphere (virtual server manager), and VOIP phone system.
- Meets with current and prospective technology vendors
- Plans IT infrastructure for new buildings, working with service providers both during the upgrade phases and throughout the year when facing issues
- First point of contact when sites drop internet
- Plans and organizes future deployments Vaughn wide

- Trains new IT assistants on day to day tasks.
- Manages and leads the IT team by delegating priorities to maximize efficiency, assure all emails are addressed, provide tier 2 support for Tech Assistants when they are unable to complete a task.
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:

- High School Graduate
- Preferably pursuing a degree in the information systems field
- Minimum of five (5) years of experience in technology field

***Tech Assistants***

Computer Support

- Configures and installs computers and printers
- Answers simple computer-related questions posed by school and/or office personnel
- Troubleshoots basic computer and printer problems
- Resolves basic software problems
- Provides basic desktop support services and troubleshoot simple data communications problems for PC/LAN/WAN customer divisions
- Recommends appropriate hardware and software. Assist in their acquisition

Software Support

- Assists with applications support
- Assists with developing and testing documentation and software procedures
- Works with spreadsheets, database functions

Ability to:

- Analyzes and diagnoses simple malfunctions of hardware and software
- Learns the characteristics of new types and models of computers and peripheral equipment
- Maintains effective working relationships with staff of all levels
- Carries out written and oral directions
- Professional and dependable
- Plans, organizes, and schedules work to meet deadlines
- Communicates effectively in spoken and written English
- Performs a variety of tasks at the same time
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:

- High School Graduate
- Preferably pursuing a degree in the information systems field

## ***Business Manager***

### **Accounting**

- Ledgers all revenues & expenses in proper classification (LAUSD, LACOE, Payroll, etc.)
- Makes bank deposits and request warrants for all bank accounts (except Café and Donation acct.)
- Reviews Cafeteria & Donation accounts on a monthly basis
- Reconciles bank accounts & tracks account activities (Revolving, payroll, café, donation, etc.)
- Prepares monthly closing journal entries for all accounts
- Updates LACOE fund balance on a weekly basis

### **Business**

- Reviews annual contracts with ASCIP, LACOE, health benefits and workers' compensation provider
- Reviews ESR data for annual report
- Reviews all insurance invoices
- Works with representatives regarding any new rules or laws (health benefits, worker comp. or payroll, etc.)
- Works with EDD, IRS or Social Security Admin to resolve any taxes or unemployment matters
- Provides payroll registers and revolving acct. expenses to designated administrators on a monthly basis
- Tracks all health benefits payment while staff on leave

### **Audits and Other Reviews**

- Contacts auditor & prepares annual audit documents
- Prepares documents for LAUSD review
- Works with CEO, Assets Manager & CPA to prepare audit items
- Reviews & provides documents as requested from auditors
- Takes steps to correct /remedy errors & implement Board recommendations

### **Payroll**

- Reviews and verifies new hires information (STRS member, W-4, salary & deduction, etc.)
- Prepares & submits STRS report earnings & withholdings by the due date
- Prepares & submits school payroll on a monthly basis
- Corrects and revises any payroll errors with staff or payroll company in a timely manner
- Reviews and maintains sick time balance
- Manages & forwards payroll deductions to Office Manager for payments (TSA, Aflac, wage garnish & health benefits, etc.)
- Updates & maintains all payroll information

### Monitoring

- Mentors clerk on payroll, benefits, workers comp. and time clock matters and provide support as need it.

### Professionalism

- Develops effective working relationships with individuals and groups.
- Initiates important activities to contribute to the profession, such as presentations, sharing of knowledge and resources.
- Dependable; adheres to established work deadlines.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally, adheres to Dress Code

### Minimum Qualifications:

- Bachelor's Degree
- Knowledge of fiscal procedures and policies pertaining to charter schools.

### ***Assets Manager***

#### Human Capital

- Recruits, schedules new hires and reviews required documents
- Develops and modifies job descriptions and pay plans
- Prepares annual pay roster and maintains credentialed staff roster current.
- Assists administrators with certificated HR issues to ensure compliance
- Responds to employment verification, unemployment filing responses and appeals
- Implements Helios System
- Review resignations, completes final checkout, issue final paychecks for certificated staff
- Reviews non-exempt employee work schedule trackers
- Approves certificated payroll adjustments and submits them for processing
- Calculates FMLA pay adjustments
- Calculates mid-year and year-end proration percent for over-used illness days

#### Accounts Payable

- Reviews and monitors payable entries completed by Office Manager; review disbursements
- Reviews new vendors' accounts completed by Office Manager
- Provides guidance and monitor PAR bonus calculations completed by Office Manager
- Provides guidance to Office Manager regarding prepaid requests
- Maintains contracts and leases
- Reviews general ledger payable entries; make corrections, as needed

#### Investment and Fixed Assets

- Reviews investment portfolios; communicates findings with manager/consultant.
- Reports quarterly to the Board on performance of investments.
- Reviews QSCB and ensures transfers to Payden are completed in a timely manner.
- Ledgers investment activity in QuickBooks on a quarterly basis.
- Completes monthly reconciliation of investment bank accounts both at EWB and BNY
- Maintains a list of Vaughn-owned tax-exempted properties; reviews property taxes

- Works alongside IT Department in maintaining current inventory list.
- Works with Office Manager in calculating and ledgering depreciation on a monthly basis

#### Policy

- Participates in Committees and Board meeting; provides research as requested
- Makes oral and written communication to staff, committees and board
- Develops Vaughn Employee Handbook
- Assists CEO in developing new policies, clarification existing policies related to HR and fiscal procedures

#### Monitoring

- Mentors Office Manager in responsibilities relating to accounts payable, human resource, and fixed assets domains. Provides support with tasks in order to complete in a timely manner.

#### Professionalism

- Develops effective working relationships with individuals and groups.
- Initiates important activities to contribute to the profession (presentations, sharing of knowledge and resources).
- Dependable; adheres to established work deadlines.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally, adheres to Dress Code

#### Minimum Qualifications:

- Bachelor's Degree
- Knowledge of fiscal procedures and policies pertaining to charter schools.
- Knowledge of federal and state employment law

#### ***School-Wide Informational Systems Manager***

- Identifies information systems and human resource requirements, and works with other departments to ensure availability of required resources in order to create, update, or maintain a student information system.
- Manages and maintains CALPADS, inclusive of submission of reports
- Creates & prints student and class identification labels (i.e., class registration, testing, card shuffling, transcripts, report cards, re-designation, etc.).
- Prepares data and reports needed for State Reporting (CALPADS, CBEDS, CST, CELDT, CAHSEE, NWEA, SBAC, and special requests)
- Verifies accuracy and completeness of information on archive storage media.
- Develops data queries, as requested.
- Participates in the implementation of policies and procedures within the student information system.
- Recommends short-range and long-range plans to school director in relation to existing and proposed student information software.
- Collaborates with IT department to assure that the student information system is performing as required
- Meets with and makes presentations to school administrators, and other school staff to explain activities involving student information system.

Minimum Qualifications:

- High School Graduate
- Knowledge of school information system, such as Aeries

**Substitutes**

VAUGHN's substitute pool is made up of employees that meet both the credential and hiring requirements to serve in this capacity. Additionally, VAUGHN works with third-party services to ensure that the school's substitute needs are met. Outside vendors must also ensure that their employees have both the appropriate credentials and clearances prior to performing in these services.

**EMPLOYEE CLASSIFICATIONS AND STATUS**

Upon hiring, all employees are classified as the following:

- Certificated or classified;
- Apprentice Credentialed, Preliminary Credentialed and Clear Credentialed
- Exempt or non-exempt; and
- Full-time or part-time.

All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the school can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

The status of an employee may change only if the employee is notified of the change in status, in writing, by the VAUGHN Business Office.

**Certificated:** Employees whose positions require a license or credential are certificated employees. This includes, but is not limited to, teachers, counselors, directors, and administrators.

**Classified:** Employees whose positions do not require a license or credential are classified employees. This includes, but is not limited to, employees who do not work with students, employees who do not instruct students, and paraprofessionals/teacher assistants.

**Apprentice credentialed:** Year 1 and 2 certificated employees

**Preliminary credentialed:** Year 3 and above certificated employees holding a California Preliminary Credential issued by CTC

**Clear Credentialed:** Certificated employees holding a Clear Credential issued by CTC

## **CERTIFICATED STAFF SELECTION PROCESS**

Our Personnel Subcommittee members, who are members of the Business Committee, will coordinate all selection and employment procedures for certificated personnel.

1. Full Personnel Subcommittee
  - Research and establish job descriptions, qualifications, and compensations
  - Assure equal opportunities and open process
  - Announce openings
2. Search Team (an administrator and Personnel Subcommittee Chairperson)
  - Recruit applicants through various means (website posting including Ed-Join, university contacts, job fair, etc.)
  - Request resumes, copies of credentials, and letters of reference.
  - Verify previous employment and references.
  - Form a pool of potential candidates to be invited for interviews.
3. Interview Team (members of the Personnel Subcommittee representing the grade level where openings occur, two administrators)
  - Review candidates' files and portfolios.
  - Interview candidates.
4. Lesson Demo Team (Personnel Subcommittee Chairperson, an administrator, 2 teacher members with grade level/subject expertise)
  - Observe demonstration lessons by candidates
  - Make selection recommendations to Personnel Subcommittee
5. Background check and Processing (Human Resource Designee, Business Manager)
  - Review completed employment packet (e.g. W4, I9, etc.)
  - Check finger printing and criminal record clearance, legal status, teaching credential, employment documents, medical clearance, certification of adherence to child abuse reporting requirement and drug-free environment requirement
  - Rate-in and determine compensation
  - Offer contract
  - Establish time reporting (hand-punch identification)
  - Issue benefit packet

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

If VAUGHN occupies and/or operates on a District facility, Vaughn 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.

VAUGHN 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 VAUGHN’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. VAUGHN shall ensure that all staff members receive annual training on VAUGHN’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

VAUGHN shall provide all employees, and other persons working on behalf of VAUGHN 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).

VAUGHN 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.

VAUGHN 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 Vaughn.

VAUGHN 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. VAUGHN shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.



### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

VAUGHN, 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**

VAUGHN shall comply with all requirements of Education Code sections 44237 and 45125.1. VAUGHN shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

VAUGHN shall maintain on file and available for inspection evidence that (1) VAUGHN has performed criminal background checks and cleared for employment all employees prior to employment; (2) VAUGHN has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) VAUGHN has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. VAUGHN 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, VAUGHN shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. VAUGHN, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

California Department of Justice's confirmed Custodians of Records for VAUGHN are: Operations Administrator and Assets Manager (whose duties also include Human Relations).

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

VAUGHN 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. VAUGHN shall maintain TB clearance records and certificates on file.

VAUGHN 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. VAUGHN shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

VAUGHN shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**SUICIDE PREVENTION POLICY**

As VAUGHN serves students in grades 7-12, VAUGHN 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. VAUGHN shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**Vaughn's Wellness Policy**

VAUGHN shares the common goal of ensuring that "No kid should go hungry in California" by supporting the efforts of providing students with year-round access to the healthy foods they need to achieve their academic potential. As a Provision 2 and Schoolwide Title I school, Vaughn offers meals to 100% of their student body through the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and other applicable Federal child nutrition programs. Vaughn is committed to serving healthy meals to children and to meeting the nutrition needs of school children within their caloric requirements. The school's meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Additionally, Vaughn provides students with daily physical activity (based on the California Physical Education Content Standards) to reinforce students' understanding and appreciation of the importance of a healthy lifestyle and to assist in improving students' fitness health standards. Vaughn partners with several community health and wellness agencies and educational institutions to offer related programs, classes, training, counseling and referral services to students and their families. Vaughn also employs a large number of full-time staff that supports our nutrition, health, physical fitness and mental health services.

## **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**

VAUGHN 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.

VAUGHN 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 VAUGHN will undertake in order to achieve the District’s Racial and Ethnic Balance goal. VAUGHN 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, VAUGHN 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. VAUGHN does fully commit to continue its efforts to vigorously work at eliminating factors that perpetuate the segregation of racial groups and that cause undue racial harm

Without displacing students of residence, VAUGHN will make every effort to recruit students of 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. Recruitment efforts shall include publicizing our instructional programs and open enrollment online, at populated local venues (e.g. local churches, community center, etc.), hosting orientation and Open Houses, providing school tours, outreaching and speaking to interested parents and students in various languages including English and Spanish.

Vaughn provides outreach to all segments of the community. Examples of our outreach include the following:

- Multiple scheduled school orientation meetings held on calendared evenings and in the morning for all families of incoming students and others interested in enrolling their children. These meetings are scheduled annually in January and February.

- Participation at various traditional, parochial, and charter elementary school information meetings. This outreach occurs in January or upon invitation from other schools.
- Host site for various neighborhood and community groups and events where information is disseminated. This is ongoing throughout the year.
- Active ongoing communication with families in English and Spanish through monthly calendar of events, Parent-Connect portals for real-time attendance, student progress and grades, school brochures and flyers, and our website
- Advertisements and articles in the local San Fernando newspaper, The Sun. This occurs periodically throughout the year.
- Participation in the Pacoima City Council events and Non-profit Community meetings where Vaughn's information is shared. This outreach occurs at monthly meetings.

Though VAUGHN continues to be a segregated school; it is through our school culture, rigorous instructional program and support programs that we continually strive to achieve educational excellence that will ultimately significantly reduce the harm related to racial isolation.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

VAUGHN 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**

VAUGHN 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. VAUGHN shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that VAUGHN is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

VAUGHN 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. VAUGHN shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

VAUGHN 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. VAUGHN 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.

VAUGHN shall not request or require submission of a student’s IEP, Section 504, 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.

## **STUDENT RECRUITMENT AND ENROLLMENT POLICIES**

1. All students residing in the State of California may enroll in accordance with California Law. Due to Vaughn being an elementary charter conversion campus, enrollment preference will be given to students who reside within the Vaughn pre-charter geographic attendance area.
2. Vaughn offers a large Preschool program that serves Vaughn's community and provides a natural pipeline of in-area students interested in transitioning and enrolling in Vaughn's TK and K program. LAUSD's Vaughn Early Education Center also provides a large number of in-area students that seek enrollment in Vaughn's TK and K program. As enrollment trends continue to grow in our TK and K classes, Vaughn will cap TK and kindergarten enrollment at our current numbers. Vaughn will use an attrition model to accommodate students moving up the grades. This will provide maximum opportunity for students of residence to attend Vaughn from kindergarten to Grade 12 under one charter governance structure.
3. In the event that predicted attrition does not occur (i.e. all students return to Vaughn from grade to grade), then small enrollment growth may occur.
4. For middle and high school, preference will be given to students who have culminated 5<sup>th</sup> grade from Vaughn's elementary program for entry into 6<sup>th</sup> grade in Vaughn's middle school program and; for students who culminated 8<sup>th</sup> grade from Vaughn's middle school program for entry into 9<sup>th</sup> grade at Vaughn's high school program.
5. For middle school and high school, if there are more applicants than spaces, a lottery will be conducted. Student applicants will be assigned a random number. A third party (e.g. community, University partner) will conduct the lottery. Parents will receive written notification of the date and time of the lottery and will be invited to attend. Parents of students selected in the lottery will be notified by mail, immediately following the lottery.
6. When exceeding capacity for Grades K-5 only, Vaughn will contact the District and provide them with information of waitlist students who live within Vaughn's pre-charter geographic attendance area for assistance with placement at District receiver schools.
7. Vaughn will track enrollment, student data and attendance using a comprehensive internal information data system (Aries) and statewide system (CALPAD). Vaughn will continue to submit to the District requested data related to student enrollment and attendance. To facilitate with student transfers, Vaughn will provide necessary data to receiving schools.

8. Vaughn will adhere to all laws establishing minimum age for public school attendance. Vaughn will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

## **ADMISSION TIMELINE AND PROCEDURES**

### **Elementary Campuses**

- Distribute application in May for June submission
- Separate applications of students living in pre-charter boundary and those living outside the boundary.
- When school opens on August 1<sup>st</sup>, enroll all students living in the pre-charter boundary first.
- Contact students who are “no show” and keep spaces open for them up to 3 days; after 3 days enroll in-area applicants first, then proceed to enroll out of area if there is available space.
- Fill open spaces with student applicants not living in pre-charter boundary. If there are more applicants than available spaces in entering TK, K, or any other grade up to 5<sup>th</sup> grade, a lottery will be conducted for outside the resident boundary.
- As spaces become available, applicants are accepted based on their lottery number given to their application. Accepted applicants are called immediately upon space being made available to have them come in to complete the enrollment process. Three attempts will be made to contact interested applicants. If there is no response after the three attempted contacts, then Vaughn will proceed with the applicant next in numerical order.
- Lottery for Vaughn’s elementary program will take place in May at 9:00 am and is held in the Mainland auditorium for incoming elementary grade applicants. Letters of acceptance/ non-acceptance are mailed out within 5 days following the lottery process.
- Enrollment orientation meetings to receive enrollment packets for non-Vaughn students are held on designated evening in June at Mainland auditorium. Parents are provided 5 days to return enrollment packets.
- Waitlist is established by pulling numbers for all applicants at the lottery and maintaining the list based on the order in which they were called. A non-interested party is invited to participate and oversee the fair execution of the process. The waitlist is maintained by the enrollment clerk at each campus and a copy is provided to the Director of each campus.
- After capacity is reached as determined by District School Management Services and students still wish to enroll, the District will be notified and the District will determine next steps.
- After Vaughn has reached its housing capacity and a student who lives in the Vaughn pre-charter boundary wishes to enroll, Vaughn will not “dis-enroll” a student who does not live in the Vaughn’s pre-charter boundary to make room for the student who wishes to enroll. Vaughn will consult with the District to determine next steps.

### Middle and High Campuses

- December: Begin outreach and recruitment procedures for open enrollment
- January: Begin to hold parent and student information meeting
- February: All Vaughn's 5<sup>th</sup> and 8<sup>th</sup> grade students who have submitted "letters of intent to enroll" will be placed in Vaughn's continuing Student group. If there are more applicants than available spaces in entering Grades 6 and 9, a lottery will be conducted for students from Vaughn.
- If spaces in Grades 6 and 9 are still available after continuing students have been enrolled, then a Lottery will be conducted for non-Vaughn's 5<sup>th</sup> and 8<sup>th</sup> grade students who have submitted a "letter of intent to enroll".
- Lotteries for Vaughn's middle school and high school programs take place in February at 9:00 am and are held in the Mainland library for incoming 6<sup>th</sup> grade applicants and any open seats in 7<sup>th</sup> to 8<sup>th</sup> grade applicants; and in the VISA, high school auditorium for incoming 9<sup>th</sup> grade applicants and any open seats in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>. Letters of acceptance/ non- acceptance are mailed out within 5 days following the lottery process.
- Enrollment orientation meetings to receive enrollment packets for non-Vaughn students are held on designated evening in March (at Mainland library for middle school program and VISA high school auditorium for high school program). Parents are provided 5 weeks to return enrollment packets. Deadline to return enrollment packets to middle school is scheduled in May and in late April for high school.
- Waitlist is established by pulling numbers for all applicants at the lottery and maintaining the list based on the order in which they were called. A non-interested party is invited to participate and oversee the fair execution of the process. The waitlist is maintained by the enrollment clerk at each campus and a copy is provided to the Director of each campus.
- The above policies are established based on charter law, community needs and prior protocols established



## 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).)*

VAUGHN 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. VAUGHN 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 VAUGHN’s Calendar
- h. Statistical Report – monthly according to VAUGHN’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 Audit Procedures**

Beginning in November, unless there is a multi-year contract on file, the Board of Directors will engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California.

Audit services will be reviewed by the Board once contract reaches the end of its active life. Under the Board’s direction business staffthe CEO will competitively rebid every three years for audit services.

### **Audit Preparation**

- At the beginning of the financial audit, the independent auditors issue a document request form detailing the information required to conduct the audit
- Business Manager and Assets Manager identify and communicate with the personnel who are responsible for providing the necessary documentation/records for the audit.
- Independent auditor set date and time to conduct fieldwork during which time all requested documents are provided to auditors
- CEO, Business Manager, and Assets Manager remain available to respond to inquiries made by auditor during the course of the field work and the preparation of the audited financial statements
- CEO, Business Manager, Assets Manager and CPA review the audited financial statements for completeness and accuracy prior to their issuance

### **Audit Remedies and Corrections**

- Auditor presents annual completed audited financials to Board
- Board reviews all findings, recommendations and corrections needed and directs staff to remedy corrective actions
- Staff submits remedies and corrections to auditor for review
- Auditor certifies to Board when remedies have been made and are acceptable
- Audit irregularities are corrected within one month and recommendations are implemented for the following fiscal year.

### **Audit Reporting**

On or before December 15 of each year, a certified, detailed audit report is provided by Vaughn's Business Manager to the LAUSD, LACOE, the California State Department of Education, the State Controller's Office and the California State Department of Finance.

## **ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

VAUGHN 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.

VAUGHN 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.

VAUGHN 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. Vaughn 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.

VAUGHN shall be responsible for the appropriate interim placement of students during and pending the completion of VAUGHN’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

VAUGHN shall document and implement the alternatives to suspension and expulsion that VAUGHN utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

VAUGHN 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, VAUGHN 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 504 Plan, VAUGHN 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 Vaughn, 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, VAUGHN’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 VAUGHN's failure to implement Section 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any LAUSD-resident student, VAUGHN 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 VAUGHN'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, and if applicable, 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 VAUGHN 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 VAUGHN'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, VAUGHN 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, VAUGHN 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**

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

## **REHABILITATION PLANS**

Pupils who are expelled from VAUGHN shall be given a rehabilitation plan upon expulsion as developed by VAUGHN's governing board or 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. 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 VAUGHN for readmission. Vaughn shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

VAUGHN'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, Vaughn's governing board shall readmit the pupil, unless Vaughn'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**

VAUGHN's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vaughn is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

VAUGHN shall comply with the federal Gun-Free Schools Act.

## **School Climate and Student Discipline System**

Vaughn has taken deliberate steps to create a positive school climate by building strong relationships between staff, students, parents and community. All stakeholders support Vaughn's vision that by helping our students prevent and change inappropriate behaviors they will be better prepared to succeed in college and career and enjoy positive life experiences. Identifying and targeting student supports in a timely manner has helped Vaughn address the underlying causes of misbehavior, such as trauma, substance abuse, academic challenges and mental health. Steps have included training staff, providing family workshops, engaging families and community partners, and deploying every resource available to help students develop the academic, social, emotional, and conflict resolution skills needed to progress both academically and socially.

Vaughn has implemented a Positive Behavior Support Plan and school-wide discipline policy that sets high expectations for behavior; provides clear, developmentally appropriate, and proportional consequences for misbehavior; and uses disciplinary incidents to help students learn from their mistakes, improve their behavior, and meet high expectations.

Tiered supports to better manage student behavior by providing different levels of assistance and interventions based on students' different needs are provided schoolwide. In addition, social emotional learning programs and character development programs that address non-cognitive skills, including problem-solving, responsibility and resiliency are helping students develop the skills needed to positively engage in their learning environment. Our school-based mental health team and intervention and special education professionals are central to implementing tiered supports because they help to identify students' needs and provide mental health and academic supports based on those needs. They are also invaluable in helping teachers to deepen their understanding of students' developmental and social-emotional needs and to develop appropriate responses to behavioral issues.

Vaughn staff acknowledges and is aware of the appropriate protections for students with disabilities and strong due process protections for all students. Additionally, Vaughn staff is well aware of the importance and need of consistent instructional opportunity and strives to keep students in school and engaged in learning to the greatest extent possible. Vaughn removes students from the classroom as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Vaughn has a large student support team that allows for students to have a place and a support team professional not only to supervise them during times of conflict or crises, but also, to provide them a quiet place to de-escalate and to help them regulate self and reflect on their actions. Students who are removed from class are provided meaningful instruction, and their return to the classroom is made as soon as effectively possible.

Vaughn strives to support students with disabilities through an array of academic, social-emotional, and behavioral services when behavior issues are present. When students with disabilities engage in behaviors that may warrant suspension, Vaughn addresses the situation in a collaborative manner. Site directors involve special education staff, mental health support staff, and/or Section 504 Designees to determine appropriate consequences. Through team decision making, Vaughn ensures that students with disabilities are provided with a disciplinary review, especially after the 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> day of suspension within a school year. In a disciplinary review team meeting, Vaughn administrative and support staff may discuss the need to implement or revise behavior plans, add related services, update an IEP or Section 504 plan, and/or include any outside agencies to help support the student.

#### Tiered behavior interventions

##### Tier 1 –

##### School-wide Positive Behavior and Intervention Support Policy (PBIS)

Vaughn has adopted a positive behavior intervention approach to address behavior. All staff must use language that is positive and skill specific in order to teach and reinforce in children how to be safe, respectful, and responsible. School-wide expectations of appropriate behavior are all around school grounds written and illustrated on big posters to clearly communicate to students how to behave in common areas such as the lunch area, the hallways the schoolyard, student restrooms,

auditoriums, etc.. Teachers develop classroom expectations along with their students to encourage and support appropriate behaviors in the classroom. In addition, Vaughn's school mental health team coordinates school-wide PBIS roll-outs annually, to introduce behavior expectations, present social skills lessons to classes, develop lessons for teachers to present to students on character traits, and also engage older students to present to younger students. PBIS incentives include but are not limited to: incentive tickets provided to playground/hallway supervision staff to provide to students exhibiting appropriate behaviors, schoolwide monthly recognition and celebration days for students/classrooms exhibiting targeted acts of kindness/behaviors/attendance/most improved academic efforts, recognition of grade level and/classroom HOUSE's that exhibit high levels of positive behaviors, etc..

#### Tier 2 –

Vaughn's school mental health team provides targeted behavior intervention support to students that need a higher level of support. The team consists of school psychologists, school counselors, and school social worker. The school mental health team responds to a staff or parent referral when there are concerns with behaviors. The team conducts observations, interviews, and reviews records to determine a need and level of support. Students with more frequent behavior concerns are discussed in a Student Study Team meeting and may be offered curricular and behavioral accommodations, school counseling support, outside agency support, and a behavior support plan.

#### Tier 3 –

In addition to Tier 1 and Tier 2 supports, students with more frequent and intense behavior challenges, specifically behaviors that pose safety concerns, receive a behavior support plan, and additional adult assistance to support the student during critical times of the day. If the behavior concerns do not decrease in frequency and/or intensity after a predetermined period, school support staff may move forward to a special education referral.

#### Alternatives to suspension

When a student needs to be removed from a class or environment due to a discipline issue, Vaughn's priority is to ensure the safety and the education of all children. Understanding that behavior is a form of communication, Vaughn seeks to provide social-emotional support to de-escalate students so that they are able to return to their classroom as soon as possible. The student is given an opportunity to reflect and engage in restorative practices, while still receiving instruction on school grounds.

#### Professional development

Vaughn provides ongoing staff development on behavior strategies, restorative practices and trauma informed practices for all staff. Vaughn's mental health team helps staff understand certain behavior challenges that may be present due to unmet basic needs, certain disabilities, and mental health concerns that may lead to suicide. Vaughn teachers are always encouraged to attend trainings on behavior and discipline offered by the district and County Office of Education. In addition, Vaughn provides customized behavior trainings through agencies (i.e. STAR of CA) to staff in identified high need grade levels or who work with individual students with high level behavioral needs.

A school-wide positive behavior and student discipline program that clearly defines behavior expectations and disciplinary rules and procedures is in place. The collaborative efforts of parents, students, and staff help design and implement Vaughn's behavior and discipline policies and make recommended changes through the Partnership/School Site Council committee. All

behavior and discipline policies and procedures are clearly articulated to students and their parents verbally and in writing during the first week of school when Vaughn hosts a Home-School Orientation and Compact Signing Day. In addition, a student/parent handbook with all pertinent school information, including the behavior and discipline policies, –are made available to all parents.

At all times, staff considers intent and the factors that may have potentially contributed to the inappropriate behavior(s), when considering suspension or expulsion of a student. Opportunities for reflection and the use of restorative practices that help change and replace inappropriate behavior are utilized before suspension is considered. Restorative practices used as an alternative to suspension that provide opportunities and time for de-escalation and/or reflection during the school day, will be used as often as possible provided that there will be adequate supervision and support on the school site. Out of school suspension is recommended only when serious infractions occur and is normally limited to one or two days. In-house suspensions when not including a recommendation for expulsion shall not exceed five (5) consecutive days per suspension, not to exceed 20 days per school year. VAUGHN will follow Education Code recommendations related to suspension and expulsion. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During, going to, or coming from a school-sponsored activity

### **Reasons for Suspension** (California E.C. Section 48900)

All 48900 et seq. reasons for suspensions apply. The reasons that may result in suspension may also result in expulsion. School Administrators may suspend a student from school for a maximum of twenty days during the school year if that student committed any of the following:

- Possessing, selling, or furnishing a firearm
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Possessed an imitation firearm
- Brandishing a knife at another person
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Possession of an Explosive
- Unlawfully selling a controlled substance
- Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana
- First offense of possession of marijuana of not more than one ounce, or alcohol
- Sold, furnished, or offered a substitute substance represented as a controlled substance
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Possessed or used tobacco



- Committing or attempting to commit a sexual assault or committing a sexual battery
- Committing or attempting to commit a sexual assault
- Engaged in sexual harassment (gr 4-12)
- Caused Physical Injury
- Caused, attempted to cause, or threatened to cause physical injury to another person
- Aided or abetted the infliction of physical injury to another person
- Assault or battery upon any school employee
- Willfully used force or violence upon the person of another- not self-defense
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (gr 4-12)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel (gr 4-12)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action
- Made terrorist threats against school officials or school property (threat to cause death, great bodily injury, or property damage in excess of \$1, 000)
- Engaged in, or attempted to engage in, hazing
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Caused or attempted to cause damage to school or private property
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel
- Robbery or extortion
- Stole or attempted to steal school or private property
- Knowingly received stolen school or private property

### **Suspension Procedures**

Vaughn's campus Directors, CEO and the CAO are authorized to suspend a student when deemed necessary. Suspension shall be initiated according to the following procedures:

#### **Conference**

- Suspension shall be preceded, if possible, by a conference conducted by the campus Director with the student and his or her parent/guardian, and, whenever practical, the teacher or school employee who referred the student to the Administrator. The CEO and/or the CAO may conduct the conference in the absence of the campus Director.
- The conference may be omitted if the Administrator determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel.
- If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the student 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.
- The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

#### Notice to Parents/Guardians

- At the time of the suspension, a campus Director or designee (CEO, CAO, or other campus Director) 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, specific offense committed by the student, and the date of return following suspension, as well as a request for a conference.

#### Suspension Time Limits, Recommendation for Placement/Expulsion

- Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, not to exceed 20 school days per school year.
- .
- Upon a recommendation of placement/expulsion by a campus Director to the CEO, the student and his or her parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the CEO, based on the following:
  - The student's presence will be disruptive to the educational environment
  - The student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Unless postponed for good cause, the hearing shall be held within thirty (30) days after the CEO determines that the Student has committed an expellable offense. Vaughn shall be responsible for the appropriate interim placement of students during and pending the completion of Vaughn's student expulsion process. Students suspended for more than ten (10) days shall continue to receive instructional services and appropriate interventions and modifications so as to enable the student to continue to participate in the general education curriculum although it may be in another setting. Vaughn will request assistance from the District for alternative interim placement when needed and will submit appropriate paperwork as delineated in the MOU.

#### Reasons for Expulsion

The CEO shall recommend a pupil's expulsion for any of the following acts.

- Causing serious injury to another person, battery offense
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault
- Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at school activity off school grounds.
- Unlawful sale of any controlled substance, as defined in Section 11007 of the Health Safety Code.
- Robbery or extortion.

### **Expulsion Procedures**

- The Campus Directors who have the responsibility of grade levels housed on their campus (e.g. Primary Center, Elementary, Middle School, High School) will assemble an Investigative Team who will participate in the investigation of the incident. The team may consist of the School Counselor, 1, School Coordinator, Psychologist, MSW)
- The Investigative Team will present collected information including supporting documents to the CEO who determines if the student has committed an offense serious enough to warrant a recommendation for expulsion.
- Students recommended for expulsion are entitled to a hearing. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the CEO has made the recommendation.
- The Administrative Hearing Panel responsible for conducting the hearing should consist of at least three (3) members who are not involved in the investigation of the incident. ).
- The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to 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 of expulsion hearing, it shall be deemed served upon the student. The notice shall include:
  - The date and place of the expulsion hearing
  - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
  - A copy of Vaughn's disciplinary rules which relate to the alleged violation
  - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or other representative
  - The right to inspect and obtain copies of all documents to be used at the hearing
  - The opportunity to question all witnesses who testify or provide hearsay evidence at the hearing
  - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- .
- Decision of the Administrative Hearing Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board. This will be completed within ten (10) school days following the conclusion of the hearing. A record of the hearing shall be made.
- A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board which will make the final determination. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's decision. The Governing Board will meet within ten (10) days of receipt of the written request for the appeal meeting. Student and parents will be notified of the meeting. Parents/guardians may request one continuance of up to ten school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Student and parents/guardians may, but are not required to appear during the Governing Board's appeal meeting.

- The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The decision of the Governing Board is final.

### **Written Notice to Expel**

The CEO 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 written findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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. The CEO or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

### **Disciplinary Records**

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

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Vaughn may, upon finding 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 which shall be examined only by the Governing Board and administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 day 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. Vaughn 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Vaughn must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **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.

## **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 decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee 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 accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

## ***Rehabilitation Plans***

Pupils who are expelled from Vaughn shall be given a rehabilitation plan upon expulsion as developed by Vaughn'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. The rehabilitation plan shall include a date not later than one (1) year from the date of expulsion when the pupil may apply to Vaughn for readmission. Vaughn shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **Readmission**

Vaughn'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, Vaughn's Governing Board shall readmit the pupil; unless Vaughn'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**

Vaughn's Governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vaughn is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Notification of the District upon expelling any student, Vaughn 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" including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Vaughn'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:
  - Was the misconduct caused by, or directly and substantially related to the student's disability?
  - Was the misconduct a direct result of Vaughn's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Vaughn 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, Vaughn shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Vaughn shall facilitate the post-expulsion placement of expelled students.

## 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 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.

All eligible full-time certificated VNCLC employees will participate in the State Teachers’ Retirement System (CalSTRS). Member contributions on creditable service will be reported to the CalSTRS fund, as required. VNCLC will contribute the employer’s portion of all creditable compensation as directed by the CalSTRS fund. The Business Manager, with assistance from Hess & Associates, will ensure that earnings and withholdings are submitted in accordance with the retirement plan reporting guidelines. Additionally, the Business Manager will maintain required member documentation and confirm that payments are made on behalf of all eligible employees. Member and employer contributions are paid via the Los Angeles County Office of Education (LACOE) in accordance with CalSTRS procedures. Vaughn shall continue participation in CalSTRS for all eligible certificated employees for the duration of Vaughn’s existence under the same CDS code if mandated by applicable legal and retirement plan requirements.

Non-certificated employees will participate in the federal Social Security system. Vaughn shall continue participation in the federal Social Security system for all non-certificated employees for the duration of Vaughn’s existence under the same CDS code if mandated by applicable legal and retirement plan requirements.



## ELEMENT 12: A PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of VAUGHN 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 VAUGHN, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend VAUGHN 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.

In the event that Vaughn reaches its capacity, elementary students living in Vaughn’s pre-charter geographic boundary will be able to enroll in neighboring schools or district schools designated by the District. Vaughn will contact District representative to assist with placement of resident elementary students. Vaughn will direct parents of secondary students that did not get selected in the lottery and reside within the LAUSD, to apply through the District’s enrollment process if interested. Vaughn will assist parents that require help with the process or with contact information as requested.

### **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 VAUGHN shall have no automatic rights of return to the District after employment at VAUGHN 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 VAUGHN 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Vaughn Next Century Learning Center  
13330 Vaughn Street, San Fernando, CA 91340

- 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) calendar 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) calendar 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Vaughn Next Century Learning Center  
13330 Vaughn Street, San Fernando, CA 91340

- 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 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**

*“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 VAUGHN if the District finds, through a showing of substantial evidence, that VAUGHN did any of the following:

- VAUGHN committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- VAUGHN failed to meet or pursue any of the pupil outcomes identified in the Charter.
- VAUGHN failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- VAUGHN 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 VAUGHN in writing of the specific violation, and give VAUGHN 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 VAUGHN by the governing board of VAUGHN 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 VAUGHN 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 VAUGHN voluntarily closes at any stage of the administrative appeal process;; the governing board of VAUGHN votes to close VAUGHN; 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 “VAUGHN Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to VAUGHN, 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 VAUGHN or the LAUSD Board of Education, the governing board of VAUGHN 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 VAUGHN will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, VAUGHN shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). VAUGHN 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 VAUGHN, VAUGHN 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 VAUGHN within 72 hours of the Closure Action. VAUGHN shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). VAUGHN shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. VAUGHN shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which VAUGHN participates. VAUGHN shall send written notification of the Closure Action to the SELPA in which VAUGHN participates by registered mail within 72 hours of the Closure Action. VAUGHN shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which VAUGHN’s employees participate. Within fourteen (14) calendar days of the Closure Action, VAUGHN 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. VAUGHN shall provide a copy of these notifications and correspondence to the CSD.



6. The California Department of Education (CDE). VAUGHN shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. VAUGHN 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 VAUGHN. VAUGHN 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. VAUGHN shall provide a copy of these notifications, if any, to the CSD.
8. All VAUGHN employees and vendors within 72 hours of the Closure Action. VAUGHN 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 VAUGHN
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 VAUGHN
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 VAUGHN, by which VAUGHN shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, VAUGHN shall provide all employees with written verification of employment. VAUGHN shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

VAUGHN 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 VAUGHN records, including student records. These requirements include:

1. VAUGHN 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 VAUGHN. 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. VAUGHN'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. VAUGHN 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 VAUGHN 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. VAUGHN must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. VAUGHN will coordinate with the CSD for the delivery and/or pickup of student records.
5. VAUGHN must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. VAUGHN must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. VAUGHN must provide to the CSD the name, title, and contact information of the person designated to maintain all VAUGHN 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. VAUGHN must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both VAUGHN and the designee, individually and separately, shall inform the CSD immediately upon the transfer of VAUGHN's employee records to the designee.

8. VAUGHN 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. VAUGHN shall provide to the responsible person(s) designated by the governing board of VAUGHN 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 VAUGHN and the authorizing entity of any liabilities VAUGHN 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 VAUGHN if it has reason to believe that the school received state funding for which it was not eligible.

VAUGHN shall ensure completion of an independent final audit within six months after the closure of VAUGHN 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 VAUGHN.

This audit may serve as VAUGHN's annual audit if it meets all of the requirements of the annual audit.

VAUGHN shall pay for the financial closeout audit of VAUGHN. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by VAUGHN will be the responsibility of VAUGHN and not LAUSD. VAUGHN understands and acknowledges that VAUGHN will cover the outstanding debts or liabilities of VAUGHN. Any unused monies at the time of the audit will be returned to the appropriate funding source. VAUGHN 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 VAUGHN participates, and other categorical funds will be returned to the source of funds.

VAUGHN 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 VAUGHN 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 VAUGHN. VAUGHN closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, VAUGHN's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of VAUGHN have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. VAUGHN, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to VAUGHN 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 VAUGHN 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 VAUGHN is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of VAUGHN, the corporation shall be dissolved according to its bylaws.

VAUGHN shall retain sufficient staff, as deemed appropriate by the VAUGHN governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

VAUGHN's governing board shall adopt a plan for wind-up of VAUGHN and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

VAUGHN 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 VAUGHN will make the payments.

Prior to final close-out, VAUGHN 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 VAUGHN's authorization to operate as a VAUGHN or cause VAUGHN to cease operation. VAUGHN 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 VAUGHN 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 governing board of Vaughn shall designate the Board President to conduct and oversee all closure related procedures and activities in the event that a decision has been made to close Vaughn.*

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

VAUGHN shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a) and 47605(a), as applicable.

#### **District-Owned Facilities**

If VAUGHN 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, VAUGHN 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 VAUGHN will occupy and use any District facilities, VAUGHN shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. VAUGHN shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between VAUGHN and the District.

The circumstances of VAUGHN'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. VAUGHN 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 VAUGHN 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 VAUGHN and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> 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 VAUGHN 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 VAUGHN and the District cannot agree upon and execute an amendment or new use agreement by said deadline, VAUGHN shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

VAUGHN 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. VAUGHN 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 VAUGHN from conducting its educational programs. If VAUGHN will share the use of District facilities with other District user groups, VAUGHN 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: VAUGHN 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 VAUGHN 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 VAUGHN.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to VAUGHN for use. VAUGHN, 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 Vaughn 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 VAUGHN), 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 VAUGHN 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, VAUGHN shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or VAUGHN's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow VAUGHN 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 VAUGHN.

- (i) Co-Location: If VAUGHN 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 VAUGHN 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 VAUGHN is a sole occupant of District facilities, the District shall allow VAUGHN, 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 VAUGHN 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, VAUGHN shall satisfy requirements to participate in LAUSD's property insurance or, if VAUGHN is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. VAUGHN shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF VAUGHN 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, VAUGHN shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows VAUGHN to use and occupy the site as a charter school. VAUGHN 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. VAUGHN may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If VAUGHN intends to move or expand to another facility during the term of this Charter, VAUGHN 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, VAUGHN 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, VAUGHN 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 VAUGHN 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. VAUGHN shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. VAUGHN cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. VAUGHN shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** VAUGHN shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** VAUGHN 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 VAUGHN by the District under any of the District's self-insured programs or commercial insurance policies. VAUGHN 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 VAUGHN from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be VAUGHN'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 VAUGHN's insurance shall be primary despite any conflicting provisions in VAUGHN'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 VAUGHN 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 VAUGHN does not operate a student transportation service. If VAUGHN 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 VAUGHN to cover all VAUGHN employees who handle, process or otherwise have responsibility for VAUGHN 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 VAUGHN's insurance shall be primary despite any conflicting provisions in VAUGHN's policy.

#### **Evidence of Insurance**

VAUGHN shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> 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:

*"VAUGHN 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 VAUGHN deem it prudent and/or desirable to have insurance coverage for damage or theft to VAUGHN, 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 VAUGHN.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, VAUGHN 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. VAUGHN 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 VAUGHN and/or its officers, directors, employees or volunteers. Moreover, VAUGHN 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 VAUGHN's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of VAUGHN not to exceed 1% of VAUGHN's revenue, or the District may charge for the actual costs of oversight of VAUGHN not to exceed 3% if VAUGHN 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 VAUGHN facilities use agreements.

### **Cash Reserves**

VAUGHN 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**

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

VAUGHN shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. VAUGHN shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in VAUGHN's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

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

- VAUGHN 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 VAUGHN.

- The District is authorized to revoke this Charter for, among other reasons, the failure of VAUGHN to meet generally accepted accounting principles or if VAUGHN engages in fiscal mismanagement.

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

VAUGHN 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 VAUGHN. 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**

VAUGHN 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**

VAUGHN 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, VAUGHN 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).)

### **Campuses and Ownership**

- District-owned
  - Conversion Elementary (13330 Vaughn Street, San Fernando, CA 91340, operational 1993), also known as Upper Elementary School, authorized to house K-7<sup>th</sup>
- Vaughn-owned
  - Middle School - Middle School of International Studies and Technology (12353-13247, Eustace Street, San Fernando, CA 91340, operational 2000), campus also known as Panda Pavilion and Panda Village
  - Primary Center – School Readiness Center (13241 Vaughn Street, San Fernando, CA 91340, operational 2003), campus also known as Pandaland
  - High School - Vaughn International Studies High School (11505 Herrick Avenue, Pacoima, Ca 91331, operational 2008), campus also known as V.I.S.A.
  - Lower Elementary - Elementary Language Academy for a Global and Green Generation (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012), campus also known as G3
  - 3 STEAM Learning Pods – at Primary Center, Low Elementary and High School (operational 2014)
  - Vaughn Central Office (13215 Daventry Street, Pacoima, 91331, operational 2014)
  - Vaughn Family and Community Center (11201-11215 Herrick Avenue, Pacoima, 91331, operational 2015)

# ADDENDUM

## ***Assurances, Affirmations, and Declarations***

*[Charter School]* (also referred to herein as “[short form of school name]” 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.<sup>2</sup>*

*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*

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<sup>2</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

*conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.*

*Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.*

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

*Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.*

*Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.*

*Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.*

*Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.*

*Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.*

## **RESPONDING TO INQUIRIES**

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

*If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.*

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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



## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

*As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.*

## **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

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

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

*If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.*

*Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.*

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

*Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.*

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

*Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

*Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.*

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

*Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.*

*Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.*

## **SAFE PLACE TO LEARN ACT**

*Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

## **SUICIDE PREVENTION POLICY**

*If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.*

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

## **COURT-ORDERED INTEGRATION**

*Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.*

*Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.*

*The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.*

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

*Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.*

### **HOMELESS AND FOSTER YOUTH**

*Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.*

*Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.*

### **NON-DISCRIMINATION**

*Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.*

*Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.*

## **Element 9 – Annual Financial Audits**

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

*Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.*

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

- a. Provisional Budget – Spring prior to operating fiscal year*
- b. Final Budget – July of the budget fiscal year*
- c. First Interim Projections – November of operating fiscal year*
- d. Second Interim Projections – February of operating fiscal year*
- e. Unaudited Actuals – July following the end of the fiscal year*
- f. Audited Actuals – December 15 following the end of the fiscal year*
- g. Classification Report – monthly according to Charter School’s Calendar*
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports*

*In addition:*

- P1, first week of January*
  - P2, first week of April*
- i. Instructional Calendar – annually five weeks prior to first day of instruction*
  - j. Other reports as requested by the District*

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

*Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.*

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

*Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.*

### **STUDENTS WITH DISABILITIES**

*Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.*

*In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:*

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?*
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?*

## **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

*Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).*

## **OUTCOME DATA**

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

## **REHABILITATION PLANS**

*Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the*



*rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.*

### **READMISSION**

*Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.*

### **REINSTATEMENT**

*Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.*

### **GUN-FREE SCHOOLS ACT**

*Charter School shall comply with the federal Gun-Free Schools Act.*

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

*Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.*

*If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.*

*If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.*

## **Element 12 – Public School Attendance Alternatives**

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

*Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.*

*A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.*

## **Element 13 – Rights of District Employees**

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

*Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.*

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

*Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.*

*Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.*

**PROPOSITION 39 DISPUTES**

*Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:*

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.*

*Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:*

*Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017*

*Director/Principal  
[Charter School Name]  
[Charter School Address]*

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written*

*Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.*

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.*
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.*
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.*

### **NON-PROPOSITION 39 DISPUTES**

*Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:*

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.**

**Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:**

*Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017*

*Director/Principal  
[Charter School]  
[Charter School Address]*

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The

arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

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

### **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 1<sup>st</sup> 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 30<sup>th</sup> 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, 28<sup>th</sup> 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).)*