



**LAUSD BOARD
APPROVED**



**10/15/19
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TERM: 2020-2025**

Vista Charter Middle School

**Charter Petition for a Five-Year Term
(July 1, 2020 – June 30, 2025)**

**Submitted to the
Los Angeles Unified School District
Board of Education**

August 19, 2019

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

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Charter Middle School (also referred to herein as “Vista MS,” 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

<u>General Information Table</u>	
• The contact person for Charter School is:	<i>Dr. Don Wilson, Superintendent</i>
• The contact address for Charter School is:	<i>2900 West Temple Street, Los Angeles CA 90026</i>
• The contact phone number for Charter School is:	<i>(213) 201-4000</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>2900 West Temple Street, Los Angeles CA 90026</i>
• This location is in LAUSD Board District:	<i>2</i>
• This location is in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year will be:	<i>420</i>
• The grade level(s) of the students in the first year will be:	<i>6-8</i>
• Charter School's scheduled first day of instruction in 2020-2021 is:	<i>August 18, 2020</i>
• 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.)	<i>420</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:00AM – 3:05PM</i>
• The term of this Charter shall be from:	<i>July 1, 2020 to June 30, 2025</i>

Community Need for Proposed Charter School

Vista Charter Middle School (Vista MS) originally was founded in 2010 with the intention of transforming the school experience, meeting the evolving needs of students in the Westlake/Echo Park community of Los Angeles, and ensuring that every child in attendance receives a rich, individualized, rigorous and joyous education that prepares him or her to be college and career-ready as a productive and successful global citizen rich in humanity. Vista MS is today one of four schools operated by Vista Charter Public Schools, Inc. (VCPS):

- **Vista MS**, authorized by the Los Angeles Unified School District (LAUSD or District), opened in September 2010; in 2018-19 served 406 students in grades 6-8: 93%

Hispanic/Latino, 4% Filipino, 1% African American; 98% of students qualified for Free or Reduced Price Lunch (FRPL), 23% English Learners (EL), and 7% Students with Disabilities (SpEd).

- **Vista Heritage Global Academy** (Vista Heritage), authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2018-19 served approximately 300 students in grades 6-8: 99% Hispanic/Latino; 100% FRPL, 33% EL, 9% SpEd and 2% foster/homeless youth.
- **Vista Condor Global Academy** (Vista Condor), also authorized by OCDE, opened fall 2018 with 132 students in grades K-5 and enrollment demographics similar to Vista Heritage.
- **Vista Horizon Global Academy** (Vista Horizon), authorized by LAUSD, opened August 2019 in the Koreatown neighborhood of Los Angeles and will ultimately serve students in grades K-5, with demographics anticipated to be similar to Vista MS.

Over the past nine years, our schools collectively (Vista Schools) have garnered the following recognitions and success:

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). Vista MS received a full six-year accreditation in 2017/18, and Vista Heritage earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award.
- In 2016, VCPS hired Dr. Don Wilson to serve as our new Superintendent. Dr. Wilson has led our Board of Directors and stakeholders through comprehensive strategic planning and self-reflection, including a more focused vision and instructional focus, as detailed throughout this charter petition. As detailed in his biography just below, Dr. Wilson has been an exceptional leader with LAUSD for more than 30 years, including leading one of the top-performing elementary schools in the state, Wonderland Elementary.
- VCPS has established collaborative partnerships to benefit our students and their families:
 - *Asia Society* and their *International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the educational experience for our students through their framework of educating for global competence.
 - *Blessings in a Backpack*: With their support, we are feeding 150 students in Los Angeles meals for 38 weekends during the year.
 - *Future Generations Now*: Provides scholarships for students and their parents to participate in world outreach programs for Operation Smile as part of our global mission.
 - *Storytellers Los Angeles*: Provided \$20,000 in support for our mission to feed our students on the weekends.
 - *Spirit Series*: Uses grants to provide our students with theater at all of our schools
 - *Ojai Foundation and Circle Ways*: Provides mentoring and coaching support for our Way of Council program.
 - *Chefdance*: This year Chefdance will donate the proceeds from one event at the Sundance Film Festival to support our Global outreach mission.
 - *Los Angeles Opera*: Provides opportunities for our students and their families to attend local operas and events.
 - *Dress the Population*: Each month, Dress the Population donates the proceeds for a predetermined dress to local agencies and non-profit organizations. They have

- selected us for two months in 2018 and have made a commitment for 2019.
- *El Centro del Pueblo*: This organization offers comprehensive programs that support our at-risk youth. Through these direct services, our students benefit from a number of resources, mentorships and wraparound services.
 - *Koreatown Youth & Community Center*: KYCC provides substance abuse prevention education workshop to increase alcohol and other drug knowledge, as well as develop an open communication between youth and parents.
 - *LOUD*: The LOUD music program provides after school arts education for our students. Students participate in Music and Film classes throughout the year and showcase their talent at the end of the year.
 - *Peace Over Violence*: This nonprofit is dedicated to building healthy relationships, families and communities free from sexual, domestic and interpersonal violence. They offer parent education workshops to our families with resources to empower them to support students while fostering violence-free environments.
 - *USC WYSE*: USC's Women and Youth Supporting Each Other (WYSE) is a national mentorship organization dedicated to strengthening the lives and communities of young women through a curriculum based mentorship program while addressing key issues that can contribute to a woman's empowerment. On a weekly basis, they meet with girls at vista providing interactive sessions, a one-on-one mentor and outings.
 - *California State University Long Beach*: Mutually beneficial partnership with the Department of Education to provide observers, student teachers, as well as feedback to CSU Long Beach about the on-the-ground needs and expectations modern for high-quality teachers.

Leadership Team

Donald S. Wilson, Ed.D., Superintendent

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

Board of Directors

Jose Rubio, Board President, Sixth Grade Teacher, Edison Middle School

Mr. Rubio currently teaches sixth grade English, history, and art at Edison Middle School in LAUSD. Following college, Mr. Rubio initially worked in the freight forwarding and logistics business for six years, then he left to pursue his true passion, teaching, which he discovered

while working as a substitute teacher during college. Over the past 20 years, Mr. Rubio has taught grades one through eight, primarily in South Central Los Angeles. He is an advocate for the arts, especially theatre and drama, where he sees his students directly applying their listening, speaking, writing and reading skills. Mr. Rubio holds a Bachelor's in finance from the University of El Paso.

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

Paul Vieyra, Residential Real Estate Agent

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

Mimi Kim, CEO, ChefDance LLC

Ms. Kim is CEO of ChefDance, a world-class culinary event company that started in Park City in 2004 during the Sundance Film Festival. Prior to founding ChefDance, LLC, Ms. Kim financed and operated as a financier of various entertainment properties in Los Angeles, including the Highlands, Mint and Lure. She co-founded and served as the CEO of a software company, World Streaming Networks, which was sold in June 2001. Prior to World Streaming Networks, Ms. Kim founded Hunter Global Ventures in 1997; she currently facilitates both public and private investments in the technology, communications, retail and real estate sectors. Earlier in career, she worked as a strategic planner in the syndication and acquisition department for FX, a Fox cable network, and on Wall Street for six years as a corporate bond trader at Goldman, Sachs & Co.; as a vice president in corporate bond product management at Lehman Brothers; and as a corporate analyst at Merrill Lynch, all in New York. She has a B.A. in Economics and East Asian Studies from Barnard College and Master's in Finance and International Banking from Columbia University.

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

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

Ms. Bauer-Bean briefly left education to attend Pepperdine University School of Law in the late 1990's. While there, she was awarded a Darling Foundation Scholarship for her work in public

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

VISTA MS'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

Based on its specific record of performance, Vista MS has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

According to current California law and District policy, a charter school "shall" meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: Vista MS's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).

Vista MS is located at 2900 W. Temple Street, Los Angeles, 90026. Based on an analysis of our students' residence addresses and the 2018-19 Data Set provided by LAUSD's Office of Data & Accountability (ODA Data Set), the following table lists the top five home District schools our students would otherwise be required to attend ("Resident Schools"):¹

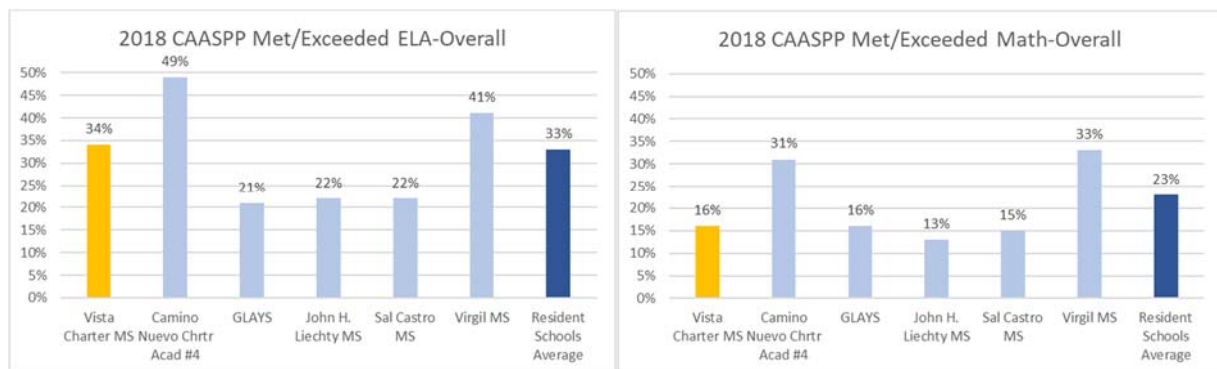
¹ The ODA Data Set identified six Resident Schools in total, but one of these is included in error: Thomas Starr King MS does not enroll students based on address but instead includes two magnet programs, a Film & Media Magnet program and a selective admissions Gifted/High Ability Magnet (30.37% of King's students are classified as GATE). We thus have omitted King from our analysis. Camino Nuevo #4, while a charter school, also is part of the District's Public School Choice program and thus enrolls students based on residence address, with additional space enrolled consistent with charter school practices (i.e., a lottery).

	Total 2018-19 Enrollment	% FRPL	% EL	% SpEd	% Latino	% Filipino	% White
Vista Charter MS (6-8)	406	97%	23%	7%	93%	4%	0%
Resident Schools							
Camino Nuevo Charter #4 (6-8)	629	90%	38%	12%	94%	4%	1%
GLAYS (K-6)	497	94%	48%	10%	93%	0%	1%
John H. Liechty Middle (6-8)	946	98%	31%	16%	96%	0%	2%
Sal Castro Middle (6-8)	315	96%	25%	13%	93%	2%	1%
Virgil Middle (6-8)	1,151	94%	24%	15%	83%	6%	1%
Resident Schools Weighted Average	727	96%	31%	14%	90%	3%	1%

(<http://dq.cde.ca.gov/dataquest/>)

California Assessment of Student Performance and Progress (“CAASPP”) Results

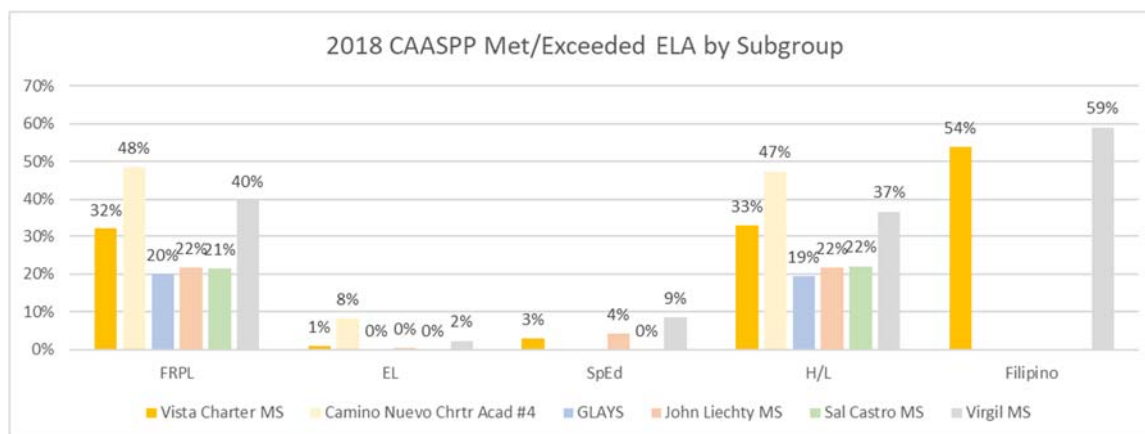
On the 2018 CAASPP in English Language Arts (“ELA”), Vista MS’s students outperformed three of the five Resident Schools (34% Met/Exceeded standards at Vista MS, compared to 21%-22% at three Resident Schools and 41% Virgil MS and 49% at Camino Nuevo #4).² In Math, with 16% Met/Exceeded, Vista MS was on par with or stronger than three of the Resident Schools but again fell short of Virgil MS and Camino Nuevo #4’s scores.



(<http://dq.cde.ca.gov/dataquest/>)

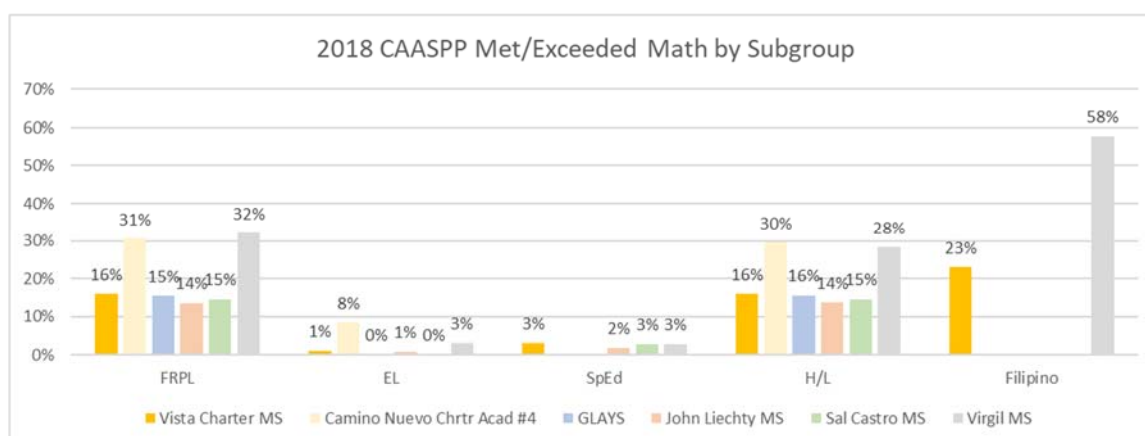
Vista MS’ subgroup performance is similar to the overall results, with our FRPL students (32% Met/Exceeded), Hispanic/Latino students (33% Met/Exceeded), EL’s (1% Met/Exceeded) and SpEd students (3% Met/Exceeded) all stronger than three of the five Resident Schools in ELA. Our Filipino students were close to the proficiency rates of Virgil MS (54% v. 59%).

² The ODA Data Set also identifies 12 “Similar” Schools, based on a list generated by the California Department of Education (CDE) in 2012 according to student demographics that year. Five of these 12 schools include magnet and/or SAS programs; six of them have above-average GATE populations (LAUSD’s GATE population is 10.99% across the District). We believe the Resident Schools are a more accurate comparison to Vista MS based on their nearby location and demographics, thus we focus here on that data. For 2018 CAASPP scores however, Vista MS’s students outperformed their peers at half of the Similar Schools in ELA, and outperformed three of them in Math. (See ODA Data Set.)



(<http://dq.cde.ca.gov/dataquest/>)

In Math, we have similar subgroup results, with our FRPL students (16% Met/Exceeded), Hispanic/Latino students (16%), ELs (1%) all stronger than three of the five Resident Schools; SpEd students (3%) were stronger than three of the Resident Schools and equal to the other two. Filipino students were 23% Met/Exceeded compared to Virgil's 58%.

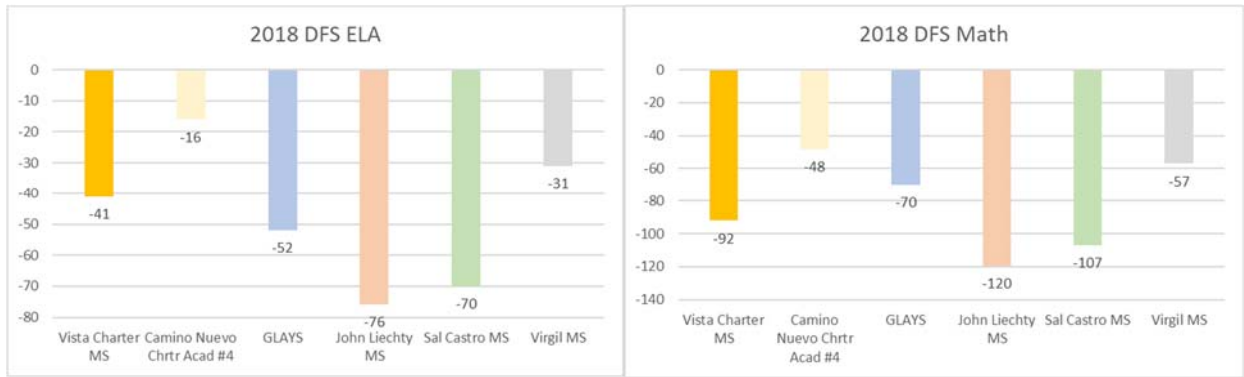


(<http://dq.cde.ca.gov/dataquest/>)

While not yet published, our preliminary results on the 2019 CAASPP are quite encouraging, with a **five percentage point gain to 39% Met/Exceeded in ELA**, and an **eleven percentage point gain in Math to 27% Met/Exceeded**. We are quite pleased with these results and the hard work our new school leader, our faculty and students have put in to strengthening students' performance on these assessments.

Distance From Standard (DFS)

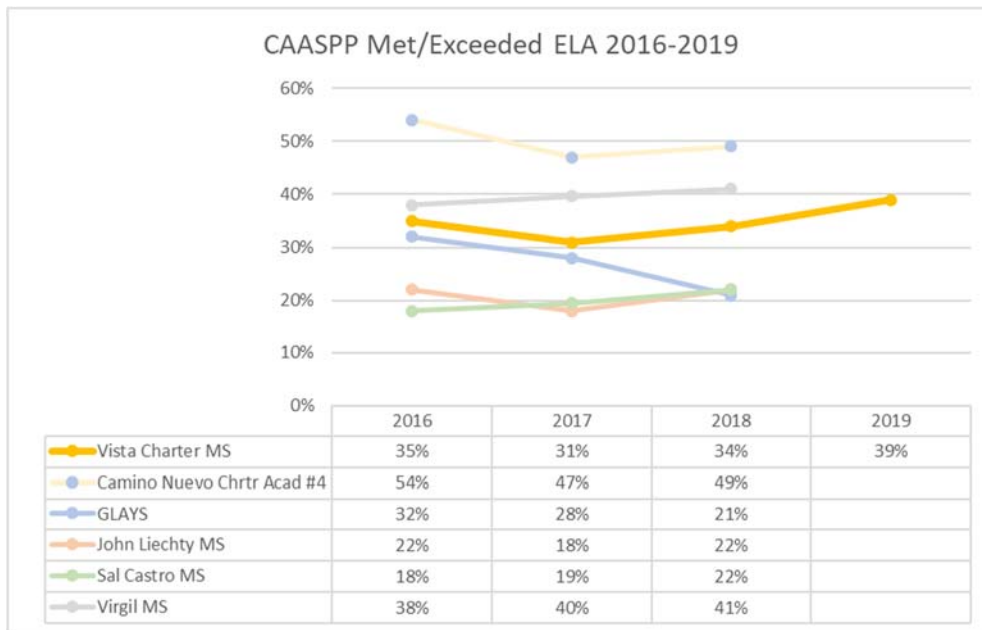
Under the new California Dashboard system, Distance from Standard measures how far the average student is from meeting the grade-level standard, or the "Distance from Level 3." On this measure – a holistic inclusion of all students – Vista's performance in ELA at 41 points below standard is stronger than three of the five Resident Schools. In Math, we have more room for improvement with Vista's -92 points from DFS stronger than just two of the five Resident Schools.



(<http://dq.cde.ca.gov/dataquest/>)

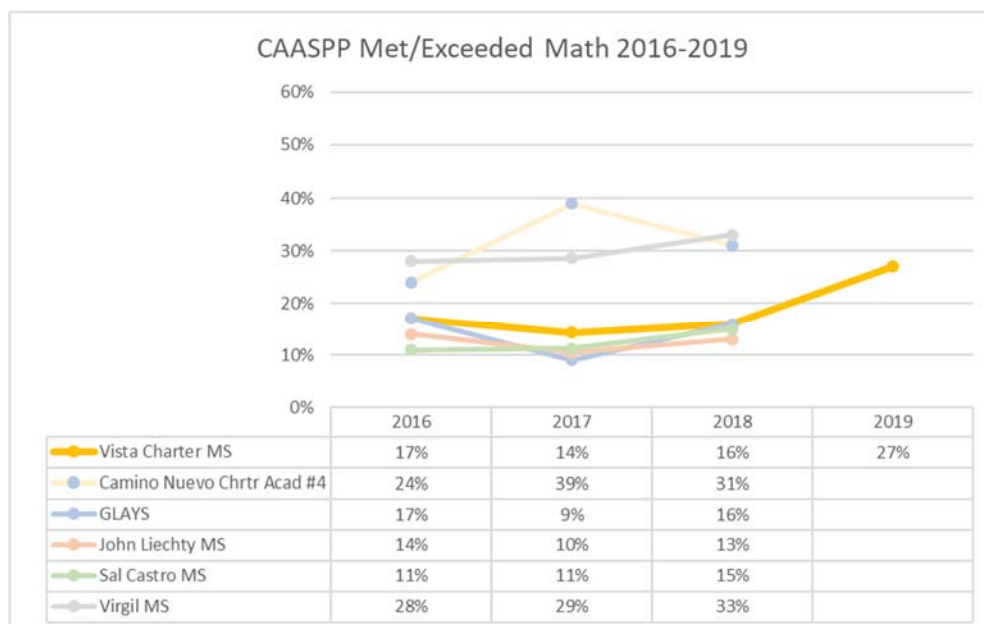
Growth on CAASPP

Particularly when we include the 2019 (as-yet unreported) scores, Vista MS has shown growth in both ELA and Math over this charter term. In 2016, our students were 35% Met/Exceeded in ELA and by 2019, this rate gained four percentage points to 39% Met/Exceeded. In the 2016 to 2018 (three year) period, two of the five Resident Schools showed losses of five and 11 percentage points respectively, one stayed level and two made gains of three to four percentage points-.



In Math, Vista MS gained ten percentage points from 2016 (17% Met/Exceeded) to 2019. During the 2016-18 time period, two of the five Resident Schools had small one percentile losses, and three had gains of four to seven percentage points.³

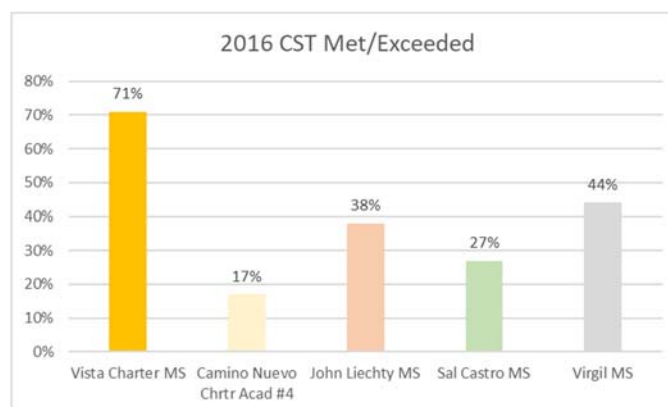
³ On average, the 12 Similar Schools' gained three percentage points on both ELA and Math between 2016-2018, with individual schools varying between an 11 point loss (PUC Nueva Esperanza in Math) to a 23 point gain (Jordan MS in Math). (ODA Data Set).



(<http://dq.cde.ca.gov/dataquest/>)

California Science Test (CST/CAST)

As California transitions to the new California Science Test (CAST) aligned to Next Generation Science Standards (NGSS), the most recent year with publicly available test results in science is 2016. On the 2016 administration of the state science test, Vista MS students significantly outperformed their peers at the Resident Schools, with 71% meeting grade level proficiency, compared to 27-44% at the Resident Schools.⁴



(<http://dq.cde.ca.gov/dataquest/>)

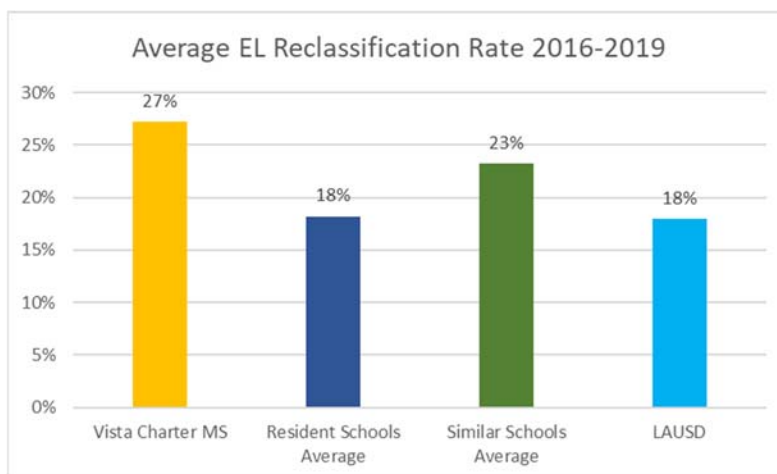
English Learner Re-Classification Rates

In 2019, Vista MS reclassified 39% of ELs, significantly above the average for the Resident Schools (20%) and LAUSD (23%) for 2019. Vista MS has had strong EL reclassification rates over the last four years (the current charter term), starting with 38% in 2016 (significantly higher than LAUSD's reclassification rate that year of 12%), 24% in 2017 (compared to 17% at LAUSD), a lower rate of 9% in 2018 (less than LAUSD's 20% rate) and a strong increase in 2019 to 39%.⁵ Averaged over four years, Vista MS's EL reclassification rates (27%) have been

⁴ One Resident School, GLAYS, did not have reported test data. Vista MS also outperformed nine of the 12 Similar Schools (which had a huge range of 27-85% proficiency) and LAUSD average (53%).

⁵ <http://dq.cde.ca.gov/dataquest/>

stronger than the comparison Resident Schools average (19%), Similar Schools average (23%) and LAUSD (18%):



(<http://dq.cde.ca.gov/dataquest/>)

Student Attendance Rate

Vista MS's student attendance rates have been consistent and strong over the charter term, averaging 96.01% over the last four years. (Internal data.)

Suspension/Expulsion Rate

Our emphasis on restorative justice and conflict resolution has clearly played a role in the very positive school climate Vista MS has established, resulting in low suspension and expulsion rates. We did have one expulsion in 2015-16; suspension has ranged from .5%-1.1% in the last four years, lower than State rates (3.5-3.65% in the last three years for which data is available), and on par with LAUSD's rates (.80-.93%). (See Element 10 for more information about these efforts.)

Year	2015-16	2016-17	2017-18	2018-19
Suspension number	4	2	5	2
Suspension rate	1.0%	0.5%	1.1%	0.4%
Expulsion number	1	0	0	0
Expulsion rate	0.2%	0.0%	0.0%	0.0%

(<http://dq.cde.ca.gov/dataquest/>)

LAUSD Charter Schools Division Annual Oversight Report

Vista MS has received positive Annual Oversight Visit reports with staff from LAUSD's Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated April 18, 2019, we received the following ratings:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	4	3

CDS staff noted several “Areas of Demonstrated Strength and/or Progress:”

Governance

- **Brown Act:** The Governing Board complies with all material provisions of the Brown Act. Governing Board minutes include applicable teleconference information and provides links to materials that go with agenda items. Additionally, the Board agendas and minutes, how each board member votes on action items, and upcoming board meeting announcements are available on the school’s website. Brown Act training occurred on November 26, 2018.
- **Data-based Decision Making:** The Governing Board regularly monitors school performance and other internal data to inform decision-making. Documentation (including principal reports during board meetings) indicated data review of the following: Quarter 1 Benchmark data, Updates for the LCAP goals and outcomes, CAASPP data with comparison to neighboring schools, enrollment, ADA, semester 1 grade trends, behavior data, EL progress, Interactive Readers Lexile report, and ICA data.

Student Achievement and Educational Performance

- **SBAC Subgroup ELA:** Students with Disabilities, Latino and FRPL students demonstrated growth in CAASPP ELA performance from 2016/17 – 2017/18.
- **SBAC Subgroup Math:** Latino and FRPL students demonstrated growth in CAASPP Math performance from 2016/17 – 2017/18.
- **SBAC Schoolwide ELA:** The schoolwide percentage of 33.66% met and exceed in ELA is higher than the resident school median of 31.87%
- **“At Risk” English Learners:** The school’s rate of 1.2% “at risk” is lower than the District average of 5.3%.

Organizational Management, Programs and Operations

- **School Safety and Operations:** The school has a highly developed system in place to ensure protection of student and staff health and safety including a comprehensive emergency plan and completed child abuse and blood borne pathogen training for staff. The Visitor’s policy was evident in the main office.
- **Standards-Based Instruction:** The school has fully implemented grade-level-appropriate standards-based instruction. As an outcome of SBAC data analysis, the School’s Instructional Leadership Team (ILT) along with the use of ADKAR strategies have led staff to revamped assessment process that school leadership asserts is more aligned to the rigor of state assessments. Leadership shared this process provides a more clear data driven focus and expectation for rigor.
- **Meeting the Needs of All Students; Subgroup Data Analysis:** The school has substantially implemented and monitors the instructional program to meet the needs of all instruction based on data analysis. Based on data analysis, the school continues to identify the support of English Learners as a focus and has elevated integrated support

by providing teachers training to use language development and scaffolds in all content areas.

- **School Climate and Student Discipline:** The school has a highly developed school climate and school discipline system in place, including a certified trainer in Non Violent Intervention, a full time school psychologist, Way of Council, right tickets, use of a class Dojo that communicates with parents regarding student behavior, and student achievement celebration “Noche de Estrellas.”
- **Evaluation of School Staff:** The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school’s educational program yields high student achievement and complies with all applicable legal requirements.

Fiscal Operations

Vista MS’s fiscal condition is positive and has been upward trending since 2014-15.

According to the 2017-2018 independent audit report, the school had positive net assets of \$2,839,400 and net income of \$482,705. The 2018-19 Second Interim projects positive net assets of \$2,839,400 and net income of \$71,090.

(LAUSD CSD Annual Oversight Visit Report, April 18, 2019.)

SUCCESS OF THE KEY FEATURES OF THE EDUCATIONAL PROGRAM

At Vista MS, our school design is based on the idea that students work harder and dream bigger if their education is relevant to them. We believe that relevancy is increased as students master core subjects by applying this knowledge in a real-world context. We accomplish this by carefully selected programs, procedures, and processes that allow for student choice, autonomy, experiential and interdisciplinary learning, and with opportunities to apply learning to real world situations. Students gain the needed skills to support applied learning as they move through each grade, where they experience a well-rounded, holistic, and global curriculum with a STEAM (science, technology, engineering, art and math) focus. Math, science, technology, engineering, and the arts permeate every student’s experience. Importantly, our students learn to use advanced technologies as a creative means to a productive end, not an end in itself. Literature and history are also integral parts of their experience and taught in a hands-on, engaging workshop model that honors individual voices and productive dialogue. While some of the existing schools in the community may offer different components that we offer, none offer this collective, comprehensive approach to learning.

In addition to rigorous student-centered academics, Vista MS also focuses on increased proficiency in crucial 21st century skills such as critical thinking, problem solving, and collaboration, which ensures that students are active participants in their own education. We work tirelessly to ensure that our students will be prepared for full participation in a 21st century global community. We accomplish this by incorporating the Asia Society’s International Studies Schools Network approach to global education⁶ and P21 learning outcomes and frameworks (explained in more detail later in Element 1).⁷

At Vista MS, we understand that our students’ success will require confronting society’s many prejudices and breaking barriers of discrimination that too often define who we are. We believe

⁶ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

⁷ Battelle for Kids. Partnership for 21st Century Learning: A Network of Battelle for Kids. Accessed from <http://www.battelleforkids.org/networks/p21>.

that mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. We believe that low-income and at-risk students of color deserve an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Through our unique blend of Global Studies, STEAM, and Social-Emotional Learning (SEL), Vista MS seeks to meet each child's social, emotional, physical, and academic needs to prepare them for an increasingly complex, globalized, and technologized world.

While our mission for deep student engagement is “easily understood by practitioners as being essential to learning,”⁸ the bridge from theory to application is often difficult. To ensure that we are successful in a very ambitious school design VCPS spends a significant amount of time and financial resources on ensuring teachers get the highest level of training and on-going coaching support to have the biggest impact on educators' practice and ultimately on student achievement. Our teachers receive extensive training in the Workshop Model, Global Education, Project Based Learning, Project Lead the Way, Kagan Cooperative Structures, Way of Council and more. VCPS teachers spent a collective 1500 hours in professional development over the 2018 summer to ensure our students get the highest level of instruction and support.

Vista MS fulfills the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers through comprehensive and ongoing professional development and coaching; and provide parents and pupils with expanded choices in education including the creation of new charter schools. Through an innovative, engaged and holistic model of education, Vista MS fulfills LAUSD's mission to embrace our community's diversity, ensure academic achievement and empower tomorrow's leaders, and help the District achieve its vision of being a “progressive global leader in education, providing a dynamic and inspiring learning experience where all students [matriculate from elementary school] ready for success.”⁹

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

As evidenced by the data and external reviews detailed above, Vista MS is a great success. While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

EL Progress on CAASPP

As indicated on our LAUSD Annual Oversight report, this is an area that we have been closely monitoring. We have put systems in place to identify EL levels, provide differentiated instruction and monitor progress. We are continually increasing our reclassification rates. Teachers get PD on specific strategies to support language acquisition. This continues to be an area of challenge that we monitor and address constantly.

⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁹ Los Angeles Unified School District. Mission and Vision. Accessed from: (<https://achieve.lausd.net/strategies>)

SWD Progress on CAASPP

Although our SWDs are not where we want them to be, we continue to address this area as well. Aside from listed accommodations on the IEP, the Sped team collaborates with general education teachers to support and monitor progress of students with disability. Teachers are providing differentiated support through co-teaching. We are seeing gains on SWD CASSPP average scale scores.

RFEP Rate

Our reclassification has been steadily increasing. We continue to track this data and monitor individual students to ensure they are provided with the tools to access academic language and access the rigor of grade level instruction.

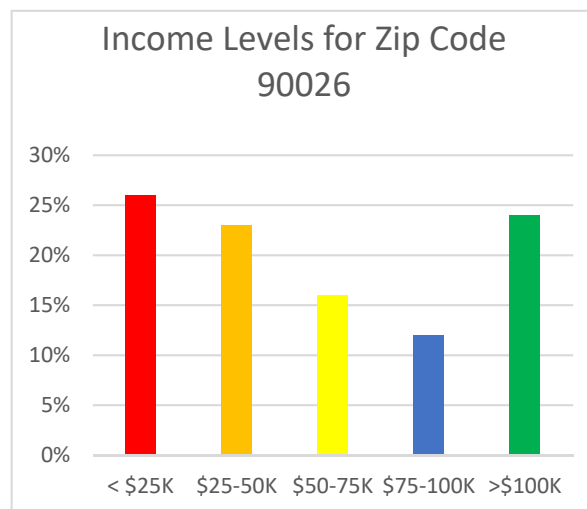
Staff Turnover

Staff turnover was an area of challenge 4-5 years ago but has steadied now. Since new leadership has been in place, one focus area has been building a positive and collaborative school culture where stakeholders are involved in the decision making process. In order to do this, an Instructional Leadership Team has been developed and the members have received training in the Adaptive Schools Framework and ADKAR change management framework to lead the roll out of new initiatives and support teachers and staff through the change process. This has helped with teacher retention and the steadying of our staff. Additionally, it's helped build capacity within our organization so that teachers are moving into leadership positions.

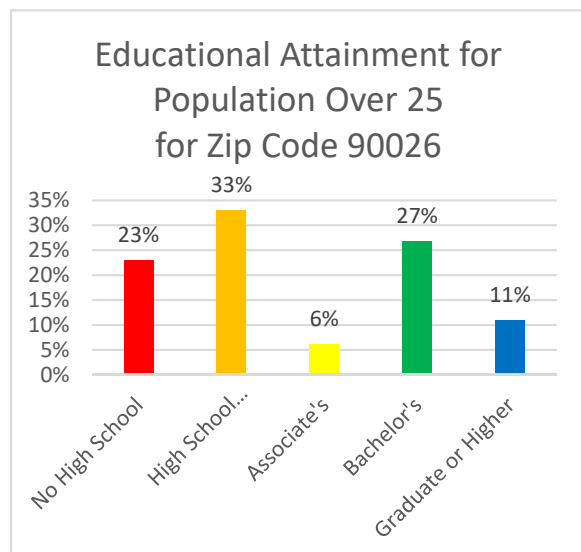
Student Population To Be Served

TARGET POPULATION

Vista MS serves a diverse student body in grades 6-8 from the Westlake/Echo Park community of central Los Angeles, zip code 90026. Having served this community since 2010, we are well aware of the challenges and issues students and families in the neighborhood face.



According to Census Data, the community is 58% Hispanic/Latino, 22% White, 17% Asian/Filipino/Pacific Islander and 3% African American.¹⁰ Income in the community is widely varying, with 26% of families earning less than \$25,000 annually, yet at the other end of the



spectrum, 24% of families earn more than \$100,000 annually.¹¹ At Vista MS, as evidenced by our 97% FRPL rate, our students overwhelmingly live in the parts of the community that account for the lowest tiers of the income disparity. Educational attainment of adults in the community is similarly broad: 23% of residents over age 25 did not complete high school, another 33% completed high school but did not attend college, and 11% hold post-graduate degrees.¹²

In Echo Park, for a six-month period ending June 2019, the L.A. Times Community Mapping project ranked the Westlake neighborhood 25th out of 209 communities for the rate of violent crimes and 75th for property crimes, with 544 violent

crimes and 1,121 property crimes in this 2.72 square mile area in just six months, including three homicides and 26 reported rapes. The adjacent Echo Park community fared somewhat better in the same time period, ranking 73rd for violent crime and 65th for property crime out of the 209 neighborhoods tracked.¹³

Students at Vista MS come into our school having been impacted by a number of traumas including abuse (sexual, physical, neglect), substance abuse, and domestic violence. The majority of kids come from single-family homes and/or experience homelessness. Our students are serviced by our counselors and school psychologists due to a number of issues affecting them such as suicidal ideations, lack of coping skills from the impact of these traumas or diagnoses of PTSD.

ENROLLMENT PLAN

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

Grade	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
6	140	140	140	140	140
7	140	140	140	140	140
8	140	140	140	140	140
Total Enrollment	420	420	420	420	420

¹⁰ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

¹¹ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

¹² <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

¹³ <http://maps.latimes.com/neighborhoods/>

Goals and Philosophy

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

MISSION AND VISION

Our mission at Vista MS is to create a transformative 6-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Our vision is to close the achievement gap for our targeted population which is predominantly low-income and historically underserved students and to address the growing opportunity gap. Vista MS students develop global competence as well as a strong technological foundation; they are able to investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions the world around them. Students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and every-day tasks that have local and global significance, and have myriad opportunities to exhibit their mastery to a real-world audience. Most importantly, Vista MS envisions a school where students enter to learn, but leave ready to humanely serve through a deeper understanding of their role in impacting positive change on the world around them.

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

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the “sage on the stage” model, in which the teacher directly delivers instruction through lecturing, to the “guide on the side,” in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.¹⁴ At Vista MS we use this as an important lens through which all programs, processes, and practices are chosen and developed.

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

The Vista global educational approach combines teaching global competencies through Asia Society's International Studies Schools Network.¹⁵ We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, we provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan structures,¹⁶ Way of Council¹⁷ and other acclaimed programs help engage our students and develop their capacity for success.

An Educated Person in the 21st Century

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs.¹⁸ Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today.¹⁹ Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation.²⁰ Another recent study out of University of Redlands' Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years.²¹ The world around us is rapidly evolving, and so our schools must also evolve.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing children from contributing meaningfully in today's society and economy, we must step back and reassess both

¹⁵ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

¹⁶ Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.

¹⁷ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

¹⁸ Spring, J. (2017). *American education*. Routledge.

¹⁹ McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from <https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work>.

²⁰ Frey, C. B., & Osborne, M. (2013). The future of employment.

²¹ Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic*. Accessed from: <https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/>.

how children learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*– are teaching us something profound about student learning and potential. It is increasingly clear that both academic (up to and through college) and life success in the 21st century demands the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness.²²

At Vista MS, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. Vista MS' unique educational approach combines teaching global competencies in tandem with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence.²³ Preparing all students for college, work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works.²⁴ Students are able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students recognize that because they have a unique perspective that someone else may not share, it is essential to listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent effectively communicate their ideas with diverse audiences, often through the use of appropriate technology.²⁵ By applying what they have learned, our students can translate their ideas into appropriate actions to discover solutions to local and global challenges.

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

Vista MS, as a part of the VCPS organization, is a member of the Asia Society's International Student Studies Network (ISSN), which serves as a foundation for our global studies. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United

²² National Research Council. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

²³ Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.

²⁴ Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.

²⁵ Hutchison, A., & Beschoner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.

States in a global context. Since its inception, Asia Society's ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. Vista MS works with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.²⁶ Asia Society and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

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

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that are *globally significant*, addressing important phenomena and events that are relevant in their own communities and communities across the globe. Globally competent students can articulate the significance of their questions and know how to respond to questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.²⁷

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.²⁸

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

²⁶ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

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

²⁸ Ibid.

enrollment increases to capacity.

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

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students who are aware of global events, can comprehend the intersections of environmental, financial, social, and other systems, and understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

How Learning Best Occurs

At Vista MS, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement is at the heart of the Vista MS learning experience. We see engagement as an act that connects us to each other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful.²⁹

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts.³⁰ There is increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students.³¹ Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.³² This is crucially important as many researchers regard the opposite of engagement as disengagement,³³ which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys.³⁴ Multiple

²⁹ Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.

³⁰ Torlakson, P. I. T. (2013). Recommendations for transitioning California to a future assessment system. *Sacramento, CA. California Department of Education.*

³¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³² Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

³³ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

³⁴ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education, 42*(6), 536-559.

studies have shown a significant correlation between engagement and achievement.³⁵ With researchers suggesting that between 25% and 66% of students may be disengaged,³⁶ engagement may be the North Star for promising practices that address the needs of at-risk students.

A priority for Vista MS is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations.³⁷ Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.³⁸ For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.³⁹ Therefore, Vista MS prioritizes increasing our students' social capital within the design of our educational program.

Vista MS uses a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.⁴⁰ The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.⁴¹

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.⁴² It may also be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.⁴³ Research is clear that behavioral engagement has a significant effect on

³⁵ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: what is it? Why does it matter? *Handbook of Research on Student Engagement*.

³⁶ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

³⁷ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists.

³⁸ Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, 67, 1-40.

³⁹ Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, 19(1), 185-210.

⁴⁰ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

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

⁴² Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴³ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131).

achievement.⁴⁴ This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

Emotional engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.⁴⁵ Multiple studies affirm the connection between student attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.⁴⁶

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.⁴⁷ In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.⁴⁸

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the Vista MS experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.⁴⁹ A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.⁵⁰ When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.⁵¹

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.⁵² This state of optimal

Springer, Boston, MA.

⁴⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

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

⁴⁶ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁷ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁹ Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

⁵⁰ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁵¹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁵² Ibid.

engagement can be traced to the work of Lev Vygotsky, a Soviet psychologist who introduced the notion of the Zone of Proximal Development (ZPD).⁵³ ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in almost every aspect of the Vista MS experience via the application of a workshop model. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. Vista MS helps students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.⁵⁴ Further, we recognize the importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

At Vista MS all programs, processes, and procedures are evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look at the work of Urie Bronfenbrenner (Neal & Neal, 2013).⁵⁵ Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.⁵⁶ Bronfenbrenner's Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (see chart below). The macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

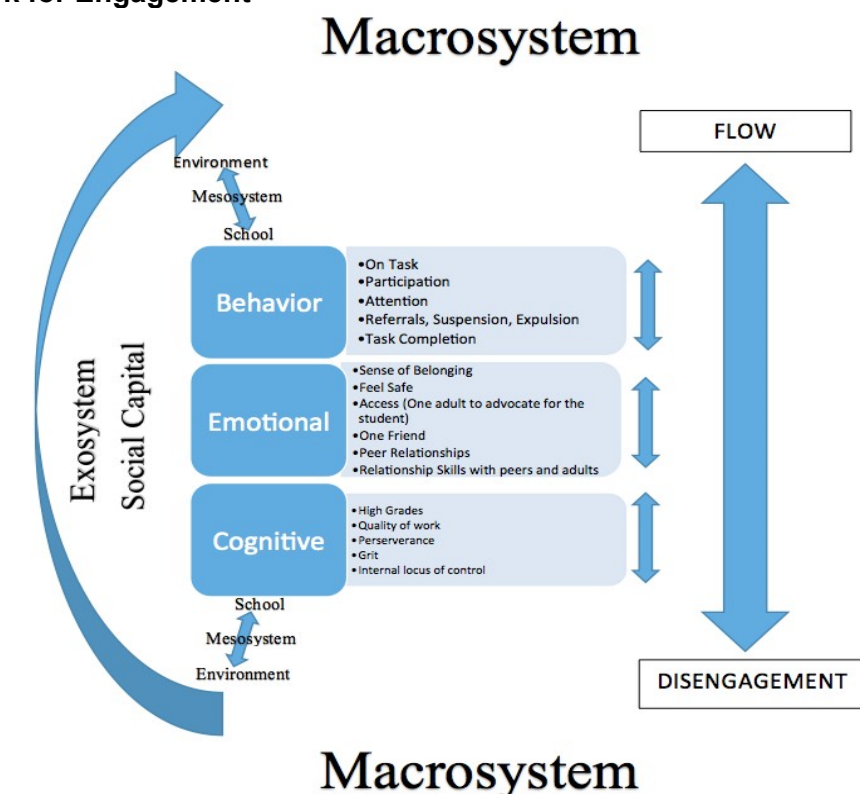
⁵³ Vygotsky, L. S. (1987). *Problems of general psychology*.

⁵⁴ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁵⁵ Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, 22(4), 722-737.

⁵⁶ Ibid.

Framework for Engagement



In short, the framework provides the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of engagement must be present to increase student engagement and increase social capital for our students. Students learn best with programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention. Another example of how Vista MS support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement.⁵⁷ Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

The Requirements Of California Education Code § 47605(B)(5)(A)(li)

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

⁵⁷ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

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

LCFF Vista MS PRIORITIES						
GOAL #1						
To provide students with access to: excellent teachers; Common Core curriculum & instructional materials; educational technology; learning environments with facilities that are safe, secure, clean, well-maintained and in good repair.				Related State Priorities:		
				<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
				<input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<p>Staff verifies teacher credentials, CLAD/BCLAD certifications and ensures live scan is completed and documented in employee's personnel file. The Office Manager will ensure Live Scans.</p> <p>We will recruit, hire, train, coach and retain excellent teachers to provide a rigorous academic program. The Principal will facilitate Professional Development, conduct classroom observations, and coach and guide teachers in their instructional planning, ongoing review of student achievement data, and classroom instruction.</p> <p>Maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use.</p> <p>Provide Common Core-aligned curricular and instructional materials.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: All core subject teachers will be appropriately assigned and credentialed in the subject areas/grade levels and for the pupils they are teaching.</p> <p>Metric/Method for Measuring: 100% of teachers will be appropriately credentialed and assigned based on personnel files and classroom assignments</p>						
APPLICABLE STUDENT GROUPS	Baseline (2018-19))	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all subgroups)	100%	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned materials (including CA CCSS and the academic content and performance standards) and additional materials as outlined in the charter petition.

Metric/Method for Measuring: 100% of students will have access to Common Core aligned ELA & Math Curriculum based on inventory lists, classroom observations and student academic achievement.

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	100%	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.

Outcome #3: School facilities will be clean, safe, and maintained in good repair.

Metric/Method for Measuring: Ensure facilities are in good repair as documented in annual FIT Report

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	>90%	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good Standing	> 90% of items compliant or good Standing

GOAL #2						
<p>Teachers will participate in professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> </div> <div style="padding-top: 5px;"> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> </div>					
Specific Annual Actions to Achieve Goal						
<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide extensive Professional Development for entire teaching staff on the following topics: <ul style="list-style-type: none"> ○ Common Core State Standards ELA/ELD, Math, NGSS ○ Data Analysis ○ Differentiated Instruction ○ Principles of Learning <input type="checkbox"/> Provide learning opportunities for teachers and Principal through Conferences 						
<p>ENGLISH LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinator will administer ELPAC assessments annually for all ELs <input type="checkbox"/> Provide designated and integrated ELD instruction as detailed in charter and VCPS EL Master Plan <input type="checkbox"/> Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to: <ul style="list-style-type: none"> ○ Monitor the progress of ELs and reclassified students ○ Determine specific actions designed to accelerate language acquisition and learning for ELs ○ Develop annual growth targets for ELs <input type="checkbox"/> Principal will reclassify students annually based on school's reclassification criteria. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA. Metric/Method for Measuring: 100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS and research-based instructional strategies as measured by PD agendas and attendance records</p>						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	100%	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS
<p>Outcome #2: EL students will develop skills as tracked through CAASPP (or other available external and internal assessments) each year.</p>						

Metric/Method for Measuring: Establish annual growth targets (as needed) for continuously enrolled ELs using CAASPP performance.						
APPLICABLE STUDENT GROUPS	Baseline (2017-18))	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	CAASPP ELA, 1.43% CAASPP Math, 1.41%	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools
Outcome #3: Maintain high numbers of students who are reclassified English Proficient. Metric/Method for Measuring: EL reclassification rate will meet or exceed the District's reclassification rate.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	.38.9%	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.

GOAL #3						
Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> </div> <div style="width: 35%;"> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div> </div>					
Specific Annual Actions to Achieve Goal						
ASSESSMENTS <ul style="list-style-type: none"> Align all internal assessments, Formatives and Benchmarks, to the rigor of the Smarter Balance assessments <i>Smarter Balance Standards, Claims and Targets Guide</i>. Administer CAASPP Interim Assessment Blocks on quarterly basis and Interim Comprehensive Assessments once per semester Administer Performance Based Assessments once per semester 						
Expected Annual Measurable Outcomes						
Outcome #1: All students, including all subgroups, will meet or exceed growth targets on the CAASPP in the areas of ELA and Math. Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (School-wide)	CAASPP ELA, 33.66% CAASPP Math, 16.22%	Schoolwide score will meet or exceed Resident Schools.	Schoolwide score will meet or exceed Resident Schools	Schoolwide score will meet or exceed Resident Schools	Schoolwide score will meet or exceed Resident Schools	Schoolwide score will meet or exceed Resident Schools
English Learners	CAASPP ELA, 1.43% CAASPP Math, 1.41%	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools

Soioecon. Disadv./Low Income Students	CAASPP ELA, 32.41% CAASPP Math, 15.75%	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools
Students with Disabilities	CAASPP ELA, 3.45% CAASPP Math, 3.45%	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools
Latino Students	CAASPP ELA, 32.9% CAASPP Math, 15.56%	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools	CAASPP ELA and Math scores will meet or exceed Resident Schools

GOAL #4						
Provide resources and services to students, teachers, and parents to provide a sense of safety, school connectedness, and active participation in the school community.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
PARENT/TEACHER PARTICIPATION <ul style="list-style-type: none"> <input type="checkbox"/> Administer an annual parent and teacher survey to receive input on school model and to increase connectedness to the school community <input type="checkbox"/> Provide parent workshops and family nights <input type="checkbox"/> Host school-wide events <input type="checkbox"/> Provide electronic parent communication through an internal platform and social media <input type="checkbox"/> Monthly coffee with the Principal PARENT DECISION-MAKING/INPUT <ul style="list-style-type: none"> <input type="checkbox"/> Establish and host School Site Council (SSC) Meetings to address the academic support programs to increase ELA & Math student academic achievement. <input type="checkbox"/> Continue to support parent participation and involvement through parent meetings and frequent communication. SCHOOL CLIMATE <ul style="list-style-type: none"> <input type="checkbox"/> Administer student survey to receive input on school model and ways to increase connectedness to the school community <input type="checkbox"/> Host monthly school-wide assemblies to recognize students who demonstrate growth mindset and GEAR (schoolwide PBIS traits) <input type="checkbox"/> Host annual Parent/student orientation and welcome activities <input type="checkbox"/> Host student celebrations. 						
Expected Annual Measurable Outcomes						
Outcome #1: Provide parents – including parents of unduplicated pupils including ELs and SpEd students -- with opportunities for decision-making input in the school's program. Metric/Method for Measuring: Host at least 4 SSC meetings and at least 6 ELAC meetings annually to address the school's educational program.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	Hosted 4 SSC and ELAC meetings.	Host at least 4 SSC Meetings and 6 ELAC meetings per year	Host at least 4 SSC meetings and 6 ELAC per year	Host at least 4 SSC meetings and 6 ELAC per year	Host at least 4 SSC meetings and 6 ELAC per year	Host at least 4 SSC meetings and 6 ELAC per year

Outcome #2: Maintain high level of parent involvement in on-campus meetings, parent-teacher conferences, workshops, activities and input opportunities.

Metric/Method for Measuring: Attendances logs; Administer annual parent surveys to obtain feedback/input.

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	21% participate in events 100% contacted participate in conference 96% are connected to Charter School on Class Dojo	Meet or exceed previous year's participation rates for parent satisfaction	Meet or exceed previous year's participation rates for parent satisfaction	Meet or exceed previous year's participation rates for parent satisfaction	Meet or exceed previous year's participation rates for parent satisfaction	Meet or exceed previous year's participation rates for parent satisfaction

Outcome #3: Maintain a high ADA rate school-wide and for all statistically significant subgroups.

Metric/Method for Measuring: ADA

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	95.72% ADA	Maintain or increase ADA school-wide with a goal of ≥95%	Maintain or increase ADA school-wide with a goal of ≥95%	Maintain or increase ADA school-wide with a goal of ≥95%	Maintain or increase ADA school-wide with a goal of ≥95%	Maintain or increase ADA school-wide with a goal of ≥95%
English Learners	95.54% ADA	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%
Socioecon. Disadv./Low Income Students	95.72% ADA	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%
Latino Students	95.77% ADA	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%	Maintain or increase ADA with a goal of ≥95%

Outcome #4: Limit chronic absenteeism school-wide including all statistically significant subgroups.
Metric/Method for Measuring: Chronic Absenteeism rates below 15%

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	11.7%	Decrease chronic absenteeism to maintain low rate.	Decrease (as needed) chronic absenteeism to maintain low rate.	Decrease (as needed) chronic absenteeism to maintain low rate.	Decrease (as needed) chronic absenteeism to maintain low rate.	Decrease (as needed) chronic absenteeism to maintain low rate.
English Learners	10.9%	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate
Socioecon. Disadv./Low Income Students	11.3%	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate
Students with Disabilities	9.4%	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate
Latino Students	11.6%	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate	Decrease chronic absenteeism to maintain low rate

Outcome #5: Minimize suspension and expulsion school-wide (including all statistically significant subgroups.)

Metric/Method for Measuring: Maintain suspension rate below 2% and expulsion rate below .5%.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	Suspension Rate, 1.1% Expulsion Rate, 0.00%	Suspension rates will be 2% or below and expulsion rates will be .5% or below	Suspension rates will be 2% or below and expulsion rates will be .5% or below	Suspension rates will be 2% or below and expulsion rates will be .5% or below	Suspension rates will be 2% or below and expulsion rates will be .5% or below	Suspension rates will be 2% or below and expulsion rates will be .5% or below

English Learners	Suspension Rate, 2.3% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools
Socioecon. Disadv./Low Income Students*	Suspension Rate, 1.2% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools
Students with Disabilities	Suspension Rate, 6.3% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools
Latino Students	Suspension Rate, 1.2% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools	Suspension and expulsion rates will be equal to or less than that of Resident Schools

Outcome #7: Maintain low middle school dropout rate (schoolwide and all statistically significant subgroups).

Metric/Method for Measuring: Dropout rate

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	0%	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.
English Learners	0%	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.
Socioecon. Disadv./Low Income Students	0%	Maintain same or	Maintain same or	Maintain same or	Maintain same or	Maintain same or

		lower dropout rate than Resident Schools.	lower dropout rate than Resident Schools.	lower dropout rate than Resident Schools.	lower dropout rate than Resident Schools.	lower dropout rate than Resident Schools.
Students with Disabilities	0%	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.
Latino Students	0%	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.	Maintain same or lower dropout rate than Resident Schools.
Outcome #8: Establish and maintain high levels of student and teacher engagement in creating a positive school climate.						
Metric/Method for Measuring: Administer annual teacher and parent surveys. 95% satisfaction or above						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide including all subgroups)	96% of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.	95% or above of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.	95% or above of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.	95% or above of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.	95% or above of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.	95% or above of parents surveyed Agree/Strongly Agree that Vista MS is providing a high-quality program.

Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners

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

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

Instructional Design

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

At VCPS we are committed to transforming the school experience.

Teachers who push students academically and demand high standards not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement (Zepke & Leach, 2010).⁵⁸ At Vista MS, our pedagogical practices and programmatic choices form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The Vista MS approach is one in which children learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

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

At Vista MS, we create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. While engagement is "easily understood by practitioners as being essential to learning,"⁵⁹ the bridge from theory to application is often difficult. At Vista MS our instructional focus are based on our deep research on engagement and represent a unique combination of global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st century learner.

GLOBAL COMPETENCY

Vista MS is distinguished by its collaboration and partnership with Asia Society's International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. In keeping with the Asia Society's original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color. Four-year graduation rates and

⁵⁸ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

⁵⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).⁶⁰

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

Vista MS works with ISSN to develop globally competent students. To help facilitate this effort, the Asia Society has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the Vista MS Academy vision and mission and sets a trajectory for our school's development across six domains:

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

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

⁶⁰ Asia Society. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved*. Accessed from: <https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved>

necessarily exclusive to the ISSN, exemplify the international studies approach:

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

World languages are part of the experience. Vista MS students are highly proficient in English, have opportunities to strengthen home languages, and be introduced to new languages in extra-curricular and afterschool programs.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

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

Vista MS works with the Asia Society ISSN to further develop or revise (as needed) its curriculum according to the "SAGE" framework and Vista MS guiding principles.

- **Student choice:** Students have a say in what they learn and how they learn it.
- **Authentic tasks:** Students perform tasks and investigate questions that adults would perform or study in the real world.
- **Global significance:** Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- **Exhibition to a real-world audience:** Students share their work—and receive feedback—from audiences with relevant expertise, in person and on the web.⁶¹

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

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research.

⁶¹ Asia Society. Center for Global Education. SAGE Advice. Accessed from: <https://asiasociety.org/education/sage-advice>.

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

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

1. **Clear expectations:** Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.
2. **Authentic learning experiences:** Students explore topics and issues that represent the work of real-world professionals.
3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also make decisions about what they're learning and how they're learning it.
4. **Multiple opportunities to reach mastery:** With multiple assessments embedded in each unit and leading to graduation, students have many opportunities.⁶²

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

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

A STEAM education aligns with the Vista MS guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.⁶³

⁶² Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

⁶³ STEAM Education. STEAM FAQ for Educators. Accessed from <https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf>

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

Project Lead the Way. At Vista MS, in addition to teacher-created projects and lessons, STEAM is taught through the acclaimed Project Lead the Way Gateway 6-8 program.⁶⁴ PLTW Gateway is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW Gateway provides students opportunities to learn through exploration and discovery. Through PLTW Gateway, students become hands-on problem solvers and learn to collaborate with their fellow students. In alignment with our workshop model of instruction, teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions.

Instructional staff receive training in PLTW during the summer.

Student Use of Technology. Vista MS believes that, to be a globally educated, 21st century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk*,⁶⁵ which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated (Bragshaw, 2001) that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences. This is why, at Vista MS, we work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

At Vista MS, technology integration is based upon the International Society for Technology in Education's National Educational Technology Standards for Students.⁶⁶ The ISTE Standards are the benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely

⁶⁴ Project Lead the Way. PLTW Gateway (6-8) <https://www.pltw.org/our-programs/pltw-gateway>

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

⁶⁶ International Society for Technology in Education. ISTE Standards. Accessed from: <https://www.iste.org/standards>.

global perspective. The standards are designed around age band articulation that is in alignment with the Vista MS developmental and child-centered approach. Students utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, and so forth are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Personal Learning Plan, what tools they are interested in learning and incorporating into their class projects. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

Vista MS is a Google School. We use the G suite for student learning and communication, as well as Class Dojo for parent communication and student portfolios. Through Google Classroom and Class Dojo teachers safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators monitor daily activity and keep abreast of their student's progress and important issues that might arise. PowerSchool is used for communication of student learning and progress. Harpara is also utilized to monitor student activity. This helps teachers support Digital Citizenship and appropriate use of the internet.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At Vista MS, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.⁶⁷ Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement. The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are perceived by students to have a caring personality, and in turn, this motivates students to work harder for them. At Vista MS, a school-wide focus on connectedness and cultural relevance is sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.⁶⁸ Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.⁶⁹ Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading

⁶⁷ Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197-228.

⁶⁸ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

⁶⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

factors in student engagement.⁷⁰ Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 450 students, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.⁷¹ A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.⁷²

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

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.⁷³ Marks notes that "a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications."⁷⁴ In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement.⁷⁵ These policies are perceived as unfair and can lead to even higher dropout rates.

At Vista MS, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development.⁷⁶ We use Way of Council to foster conditions of empathy, respect, kindness, and

⁷⁰ Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education, PACE*. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁷¹ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁷² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁷³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁴ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁷⁵ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁷⁶ Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized

love in the classroom and the school itself. Vista MS also uses principles of Restorative Justice to teach children how to grow and learn from a mistake. The humanity and dignity of every child is paramount and the discipline and safety policies are always reflective of this deeply held belief.

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

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

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

In simple terms, what we have at Vista MS in Council is a systemic, community- building practice, one that moves toward the State’s priorities for personalization and creating safe, caring environments. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At Vista MS, Way of Council is supported by:

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

youth. *Canadian Review of Social Policy*, (72/73), 124.

After-School Programs and Clubs. Students who participate regularly in after-school clubs have been found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously.⁷⁷ Even then, the role of non-academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research.⁷⁸

Vista MS have a long history with Youth Policy Institute (YPI), a committed partner in supporting our students' wellbeing. We have used YPI for our after-school programs to create academically supportive afterschool programs including tutoring and enrichment activities.

Uniforms. At Vista MS, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities. Thus, students at Vista MS are expected to wear school-approved uniforms every day, as detailed in the Vista Parent/Student Handbook. Students must wear a Vista collared polo shirt or Vista sweatshirt and black-colored slacks or shorts; girls may wear black-colored skirts or "skorts." Students with a demonstrated financial need are provided Vista shirts and sweatshirts free of charge.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.⁷⁹ George Kuh situated the teacher at the center of all engagement,⁸⁰ whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.⁸¹ This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something.⁸² Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.⁸³

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

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

⁷⁸ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁷⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸⁰ Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning, 33*(3), 10-17.

⁸¹ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist, 8*(1), 99-113.

⁸² Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.

⁸³ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

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

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

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

Our current educational system is based on the antiquated notion that children should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The Vista MS experience puts students at the center of learning through a workshop model of instruction in which teachers act as a coach and facilitate a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.⁸⁴

Student belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation⁸⁵ and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern.”⁸⁶ According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.⁸⁷ In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.⁸⁸ It has also been shown that identification with school develops over time and is affected, positively or negatively,

⁸⁴ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

⁸⁵ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁸⁶ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.

⁸⁷ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸⁸ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V* (pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, 278(10), 823-832.

by a lifetime of academic successes or failures.⁸⁹

While Vista MS carefully attends to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it also recognizes the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students' daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment*, which consists of school discipline policies.⁹⁰

Family Engagement. Research has long been clear about the important role that families play in their children's academic success.⁹¹ At Vista MS, parents, guardians, and extended family are integral parts of the school community. Teachers and administrators are committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there is frequent communication between the school and families. At Vista MS, we are committed to using a variety of means to communicate with our families. Our families have access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don't use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At Vista MS, we use our learning management system to ensure that families receive communication in their preferred format. Teachers send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, Vista MS hosts a variety of social and educational events to promote community-building and family involvement.

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

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

- Home – School Relationships: Vista MS fosters youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: Vista MS parents are involved in their child's learning plan. Their responsibility in the plan is to support their child's goals.
- Parenting: Vista MS assists, when necessary, parents in developing the attitudes, values, and practices of parents in raising adolescent youth.

⁸⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁹⁰ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁹¹ NEA. Parent, Family, Community Involvement in Education. Accessed from:

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

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

Curriculum and Instruction

The curriculum for Vista MS is based on the California Content Standards, including the Common Core Standards, the Next Generation Science Standards, ELD Standards, and the California Curriculum Frameworks. Starting in 2019-20, Vista MS will begin to implement the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards), *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when published) and *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (Health Education Framework).

ENGLISH LANGUAGE ARTS (CORE)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*.⁹² At Vista MS we believe in a Balanced Literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. To this end, we create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

The main components of a balanced literacy program and Readers and Writers Workshop approach are the following:

Reading Aloud: Reading aloud is the foundation of the literacy framework. This is an interactive experience in which readers are engaged in discussing a text throughout the reading. Read-Alouds develop high-level thinking and discourse and are an opportunity to deepen comprehension through discourse and active thinking. Teachers use cognitive resources, such as Depth of Knowledge (DOK) and Bloom's levels that motivate students to think critically about the text, increasing rigor and raising the caliber of conversation. By being immersed in a variety of well-chosen texts, students not only learn to love stories and reading but they also learn about written language.

Word Study: Word study refers to the deliberate investigation of words and includes: sight words, phonemic awareness, phonics, and vocabulary development. Word study takes place in settings where the teacher directs children's categorization and understanding of how words

⁹² <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

work through routines, direct instruction, and word sorts. Teachers provide whole group, small group and center instruction throughout literacy instructional time. Teachers work toward automaticity and flexibility by referring frequently to meaningful texts. Students are often prompted to use new knowledge in reading and writing settings.

Mini-Lessons: Reading and writing mini lessons are approximately 10 minutes in length and provide daily direct and explicit instruction. The mini-lesson uses a clear and consistent structure that incorporates connections, teaching, active engagement, and a link to real-life application. The mini-lesson is always drawn from a unit of study or responding to a class need, and refers to a text for instructional clarity such as a read-aloud or shared reading.

Conferring: This is an opportunity for teachers to meet with students to discuss and document the specific needs and progress of the individual reader. The teacher may review a skill or strategy from a previous conference or may set a new goal with the student. Conferences with students are based on formal (pre-and post- assessments) and informal (observations and Reader's Response Journal) data. Questions during a conference are focused on data collected or used as a means to decide areas of growth and set goals for the student's reading level.

Components of Balanced Literacy Model

Read Aloud	Comprehension, vocabulary, fluency	I do (model)
Guided Reading	Comprehension, vocabulary	We do (guided)
Shared Reading	Fluency, comprehension	We do (shared)
Independent Reading	Comprehension	You do
Word Study	Decoding, fluency	(all)

Shared reading: Designed to include the whole class or a small group, this activity involves students reading a common text with teacher support. It provides many opportunities for incidental learning about the way written language works. The text is re-read over the course of several days with various teaching points in mind. Fluency is a key goal of this component and ultimately leads to higher levels of comprehension. This is supportive of readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn to appreciate and enjoy the process.

Guided reading: Guided Reading places the child in a more formal instructional situation and is the foundation of the literacy curriculum. The teacher works with a small group of students who have similar reading processes. The teacher selects and introduces new books and supports the children in reading the whole text to themselves. Teachers offer constructive guidance, giving the child the opportunity to problem-solve while reading for meaning.

Independent reading: Students have extended time to read a "Just Right" book of their choice and practice reading strategies taught in the mini-lesson. "Just Right" books are at the current

reading level of the student or just slightly above. Classroom readers and books are clearly labeled with reading levels in accordance with the Fountas and Pinnell Reading Assessments and other normed leveled libraries, like Scholastic.

Across the middle school grades, the Readers Workshop model continuously builds on students' capacity to read independently and make the critical shift from learning to read to reading to learn.

Readers Workshop Unit Titles

Grade Level	Unit Summaries
6 th Grade	<ul style="list-style-type: none"> • A Deep Study of Character • Tapping the Power of Nonfiction • Social Issues Book Clubs
7 th Grade	<ul style="list-style-type: none"> • Investigating Characterization: Author Studies • Essential Research Skills for Teens • Historical Fiction Book Clubs
8 th Grade	<ul style="list-style-type: none"> • Dystopian Book Clubs • Literary Nonfiction • Contemporary Classics: Reading Award-Winning American Literature

Similarly, in Writers Workshop, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.⁹³

Writers Workshop Unit Titles

Grade Level	Unit Summaries
6 th Grade	<p>UNIT 1 Personal Narrative: Crafting Powerful Life Stories: This unit helps students draw on their lives, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights. This unit especially emphasizes the importance of setting goals, practicing strategically, and aiming for high productivity.</p> <p>UNIT 2 The Literary Essay: From Character to Compare/Contrast: In this unit, sixth graders learn ways essayists generate ideas based on close readings of a text, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.</p> <p>UNIT 3 Research-Based Information Writing: Books, Websites, and Presentations: This unit calls students to explore the broad topic of teen activism in order to teach their readers about a topic, asking them to use increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.</p>
7 th Grade	<p>UNIT 1 Writing Realistic Fiction: Symbolism, Syntax, and Truth: In this unit, students compose engaging short fiction. They lift the sophistication of their writing</p>

⁹³ Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann; Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

	<p>through attention to individual scenes, symbols, and writing techniques they've discovered from close readings of powerful short fiction.</p> <p>UNIT 2 Writing About Reading: From Reader's Notebooks to Companion Books: This unit teaches students to analyze the craft and structure of the authors they admire and to write for real audiences about why that craft matters.</p> <p>UNIT 3 The Art of Argument: Research-Based Essays: This unit instructs students in writing essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.</p>
8 th Grade	<p>UNIT 1 Investigative Journalism: In this unit, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives. They'll write to shine a light on issues in their community and to actively stir their readers to take action.</p> <p>UNIT 2 The Literary Essay: Analyzing Craft and Theme: This unit returns students to literary essays, writing arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author's craft.</p> <p>UNIT 3 Position Papers: Research and Argument: This unit encourages students to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives.</p>

(<https://s3-us-west-2.amazonaws.com/h-olr/calkins/Comprehensive-Overview.pdf>)

Shared and interactive writing: Interactive or shared writing provides an authentic setting in which the teacher can explicitly demonstrate how written language works. First, the teacher and students work together to discover a reason for writing. Once purpose is established, the teacher helps students gain control over the conventions of print that writers need to communicate their messages in written language.

Writers Workshop: Guided writing, or Writers Workshop, is another way for teachers to help children learn to write; children construct their individual pieces of writing with teacher and peer guidance, assistance, and feedback. The teacher may have individual conferences with children or lead a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

Finally, Vista MS addresses important speaking and listening standards to help students develop vocabulary and critical communication skills. Teachers provide students with multiple opportunities to explore oral communication in the classroom through class and small group discussions. Structured speaking and listening activities include Author's Chair and book clubs where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Students are taught active, effective listening habits, including how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. Across grades 6-8, through speaking and listening instruction, students participate effectively with their peers both in learning and evaluating information they receive and in expressing themselves in myriad ways.

English 6

English 6 is designed to develop a students' ability to comprehend, appreciate, and respond to different types of texts in written form for a variety of audiences and social contexts along with acquiring academic language literacy. Oral and literary strategies integrate listening, speaking,

reading, and writing at increasing levels of accuracy and fluency. This course emphasizes reading comprehension, writing, speaking, listening, vocabulary, and analytical skills necessary for college success.

English 6 focuses on the processes, skills, and strategies for effective communication in all its forms. This course is designed to increase students' abilities as skilled readers of literary text and informational text in a variety of genres. Students critically read literature selections and write analytically about what they have read. Students write narrative, informational, and argumentative papers. At all stages of the writing process students work in teams to research, plan, draft, edit, review and revise their documents. Students produce a variety of compositions using technology to revise, edit, and publish their work. The course emphasizes on non-fiction reading and writing and is a good companion with our Ancient Civilization course. A series of exercises and application activities follow each unit in explanatory material to reinforce the concepts presented in each unit.

English 7

In **English 7**, students work on more refined standards such as tracing the development of an author's argument, use the formal research process; deliver argumentative presentations that employ evidence, and analyze characterization. The emphasized strands are as follows: Word Analysis, Vocabulary Development, Reading Comprehension; Literary Response, Writing Strategies, Writing Applications, Written and Oral Conventions, Listening and Speaking Strategies and Speaking Applications.

English 7 is designed to help students excel and improve in reading, writing, researching, grammar, academic language, and verbal skills. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students write clear, coherent, and focused essays. They write narrative, informational, and argumentative, texts. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

English 8

In **English 8**, students continue work in strands and sub-strands emphasized in English 7, in preparation for the high school years. The course provides students curriculum activities that culminate their learning from grades 4 – 8. In particular, there is additional work in the areas of informational materials for reading comprehension; transitions, parallelism and points of view for writing strategies; and sentence structure for written and oral language conventions.

This class is designed to help students excel and improve in reading, writing, researching, grammar, academic language, and verbal skills. The teacher provides differentiated instruction in which students become readers and writers, who are able to comprehend, apply, analyze, synthesize, and evaluate a variety of text. Students engage in small group activities such as Literature Circles and Project Based Learning groups to become insightful, collaborative, and respectful learners. These activities help students develop the 21st century skills necessary to succeed in high school and higher education. Also, students develop verbal skills through Socratic Seminars, Literature Circles, and Poetry Slams. Students are required to bring class materials every day and follow classroom and school rules.

ENGLISH LANGUAGE DEVELOPMENT (CORE SUBJECT)

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

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

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. As detailed more fully below, through both integrated and designated ELD instruction, including use of the iLit curricular program for Designated ELD, EL students are supported in developing EL proficiency and reclassification as they master content standards. The admin team monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

MATHEMATICS (CORE)

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

A cohesive math curriculum promotes math fluency and accuracy as well as conceptual understanding of important mathematical ideas and mathematical reasoning. Hands-on activities and materials in the classroom, as well ties to Project-Based Learning (PBL), helps students to recognize the connections between math concepts and the world around them. To facilitate this, Vista MS uses Ready Math and incorporates Cognitively Guided Instruction (CGI) to further enhance numeracy and mathematical reasoning.

Ready Math connects math to the real world while helping students achieve true understanding lesson by lesson and year after year. The team of teachers and mathematicians who wrote Ready Math took great care to present mathematics in a logical progression from PK through Grade 8. They believe that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. The sequencing has been joined with methods of instruction that have been proven to work.⁹⁴ This coherent approach is designed to ensure teachers know what incoming students already have learned and that students are prepared for what comes next, helping to dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Ready Math is to produce students who are not merely literate, but fluent, in mathematics.

Components to a Math Lesson

1. Guiding question/puzzlement (Sprints)
2. Review of skills from the previous lesson
3. Concept development (vocabulary & language acquisition)
4. Creation/demonstration of concept
5. Manipulation of concept (hands on)
6. Introducing concept using numbers
7. Focus on dual concept approach, which allows students to immediately demonstrate their learning by problem set with pictures and words
8. Student debriefing/discussion of their learning experience
9. Quiz/Assessments daily (Exit Tickets)

Ready Math has several key mathematical tools that are used throughout a student’s middle school years. Sprints are high-energy classroom activities in which students complete as many math facts as they are able in a set amount of time. Care is taken during a sprint to make sure that all students are working as hard as they can to recall facts, notice patterns within the sprint page, and do their personal best. To this end, sprints are designed to come in pairs, so that students can try the first sprint (Sprint A), assess their correct and incorrect answers, and then try to improve their score on Sprint B, given immediately after assessing Sprint A. Sprints are one of the primary ways in Ready Math in which students gain fluency and competency with math facts, a key building block skill for computation and comprehension throughout middle school.

The Concept Development is the primary lesson component and comprises approximately 20 minutes of Math lesson time. New learning is introduced during the Concept Development and generally moves from the concrete (using hands on materials) to the pictorial (using diagrams, pictures, etc.) to the abstract (equations). Following this Concrete-Pictorial-Abstract structure allows students supports in learning increasingly complex mathematics. The Concept Development portion of the lesson concludes with the completion of the Problem Set.

During the debrief, teacher and student review vocabulary terms and make connections using the problem set. The teacher’s manual provides higher order thinking and rigorous questions for this ending piece of the lesson.

	6 th	7 th	8 th
Number and Operations	<p>Add and subtract fractions and decimals</p> <p>Factors and multiples</p> <p>Compare numbers</p> <p>Multiply and divide whole numbers, fractions and decimals</p>	<p>Add and subtract fractions and decimals</p> <p>Represent and solve problems involving the four operations</p> <p>Multiply and divide with fractions and decimals</p>	
Algebra and Algebraic Thinking	<p>Ratios</p> <p>Write and solve equations and inequalities</p> <p>Rates and unit rates</p> <p>Write and evaluate numerical expressions, including equivalent expressions</p> <p>Ordered pairs, coordinate graphs, and the coordinate plane</p> <p>Functions</p>	<p>Ratios</p> <p>Write and solve equations and inequalities</p> <p>Scaling, scale drawings, and scale factors</p> <p>Proportional relationships</p> <p>Write and evaluate numerical expressions, including equivalent expressions</p>	<p>Proportional relationships</p> <p>Ordered pairs, coordinate graphs, and the coordinate plane</p> <p>Functions</p> <p>Linear Functions</p> <p>Linear equations and models</p> <p>Systems of equations</p> <p>Exponents and scientific notation</p> <p>Pythagorean Theorem</p>
Measurement and Data	<p>Represent, interpret, and display data</p> <p>Understand statistical questions and samples</p> <p>Understand, measure, and solve problems with area, surface area and volume</p>	<p>Represent, interpret, and display data</p> <p>Understand statistical questions and samples</p> <p>Understand, measure, and solve problems with area, surface area, perimeter and volume</p>	<p>Represent, interpret, and display data</p> <p>Understand, measure, and solve problems with volume</p>

		Probability	
Geometry		Angles, angle measures, and angle relationships Draw lines, angles or triangles	Angles, angle measures, and angle relationships Transformations and Similarity

At the conclusion of the debrief, students complete an exit ticket which allows the teacher to have a quick check into student understanding of the day's lesson.

Teachers provide direct instruction in new skills and present hands-on activities, while also allowing time in and out of class to practice grade level computational skills. Teachers differentiate instruction throughout the week using online intervention programs, such as Khan Academy, focusing on the needs of struggling students and those requiring more advanced work beyond the grade level curriculum. Each math period begins with a warm-up activity requiring the application of skills learned previously to solve a problem.

Because not all students have mastered the prerequisite mathematical skills for success in the math curriculum, new VHGA students are assessed at the beginning of each year and receive interventions that address areas of deficit. Students not meeting standards participate in additional math intervention.

Math 6

In **Math 6**, students become mathematicians as they develop their problem solving and critical thinking skills. Throughout the course of the year, students learn the content needed to develop a foundation for more challenging middle school math courses. Math 6 is divided into the following four critical areas:

- Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical thinking.

Math 7

Math 7 continues building upon concepts presented in Math 6. Instruction focuses on four critical areas:

- Developing understanding of and applying proportional relationships
- Developing understanding of operations with rational numbers and working with expressions and linear equations
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples.

Pre-Algebra

Students in this course review the basic operations on whole numbers, fractions and decimals. These operations are used in dealing with ratio, proportions, percent, simple geometry and algebra. Mastery of these concepts prepares students for Algebra I. Students are expected to

understand basic operations with integers, rational numbers, irrational, and real numbers; the use of variables; properties of numbers and of equality; solving equations and inequalities; problem solving; relations and functions; and polynomials.

Math 8

Math 8 continues building upon concepts presented in Math 7, including three critical areas:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

Algebra I

This year-long course is for 8th grade students who exceeded expectations in their 7th grade Math class. **Algebra 1** will accelerate students through an entire year of high school-level math, which allows them to take Geometry in 9th grade. Topics covered include:

- Foundations for Algebra – variables and expressions, operations with real numbers, functions
- Equations – solving equations, proportion and percent
- Inequalities – solving simple and compound inequalities
- Functions – function concepts, applying functions
- Linear functions – characteristics of linear functions, using a variety of forms of linear functions
- Systems of Equations and Inequalities – solving systems by graphing, substitution, and elimination
- Exponents and Polynomials
- Factoring Polynomials
- Quadratic Functions and Equations
- Data Analysis and Probability
- Exponential and Radical Functions
- Rational Functions and Equations

SCIENCE AND ENGINEERING (CORE)

The science program at Vista MS emphasizes inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. Vista MS uses the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). Vista MS uses the 6-8 Project Lead the Way curriculum and Amplify programs, which are aligned with NGSS standards and Vista MS's guiding principles and goals. Students have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in an on-campus maker-space.

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

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

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

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

Literature also is infused into the science curriculum to reinforce content literacy skills and boost comprehension in all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books are used to support the development of science concepts and associated academic language across all grade levels. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps facilitates data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

Students study science through a hands-on, inquiry based approach. There is an emphasis on the Investigation and Experimentation standards, so that students can refine their ability to work through the scientific process (i.e. develop a hypothesis, perform tests, collect data, determine whether evidence is consistent with a proposed explanation).

Two primary curricular resources support our students' science learning: Project Lead the Way's Gateway program and Amplify Science.

PLTW Gateway PLTW Gateway is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades 6-8. The program's 10-week modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators.

PLTW Gateway units include:

DESIGN AND MODELING

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

AUTOMATION AND ROBOTICS

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

APP CREATORS

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

COMPUTER SCIENCE FOR INNOVATORS AND MAKERS

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

ENERGY AND THE ENVIRONMENT

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

FLIGHT AND SPACE

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

SCIENCE OF TECHNOLOGY

Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

MAGIC OF ELECTRONS

In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

GREEN ARCHITECTURE

In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's® 3D architectural design software.

MEDICAL DETECTIVES

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

(<https://www.pltw.org/our-programs/pltw-gateway>)

PLTW Gateway provides comprehensive professional development for teachers as part of the program, including ongoing training opportunities throughout the school year, robust instructional support, on-demand resources, and a community of collaborative educators to connect and interact with through an online platform. PLTW Lead Teacher(s) engage in a hands-on, comprehensive two-and-a-half day training that introduces them to the pedagogy that is the cornerstone of PLTW programs. The Lead Teacher(s) then train other teachers. Vista MS teachers also participate in the annual PLTW Summit.

Vista MS also implements the Amplify science curriculum, developed by the UC Berkeley Lawrence Hall of Science. Amplify Science blends digital experiences with hands-on lessons that inspire students to think like scientists and engineers to solve real-world problems. Each full-year course was designed to address 100 percent of the NGSS, and comprises Life Science, Earth and Space Science, Physical Science and Engineering Design:

6 th Grade	Microbiomes Metabolism Traits and Reproduction Thermal Energy Ocean, Atmosphere, and Climate Weather Patterns Earth's Changing Climate
7 th Grade	Geology on Mars Plate Motion Rock Transformations Phase Change Chemical Reactions Populations and Resources Matter and Energy in Ecosystems
8 th Grade	Harnessing Human Energy Force and Motion Magnetic Fields Light Waves Earth, Moon and Sun Natural Selection Evolutionary History

Each unit of Amplify Science California engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science California is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning.

This research-based approach presents students with multiple modalities through which to explore the curriculum. Amplify Science California includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

Amplify Science is organized around units where students are introduced to compelling phenomena and real-world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts.

Integrated Science 6

In Integrated Science 6, students learn how to become scientists as they develop their critical thinking, problem solving, and observation skills. Students engage in hands-on projects and learn concepts through science inquiry and investigations.

Students engage in scientific investigation through the following units in the Amplify curricula:

Microbiome: There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one's microbiome can result in altering one's health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person's healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.

Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.

Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs while serving as many people as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism. They also consider questions of scale, proportion, and quantity as different proportions of types of molecules affect a body's health and metabolism.

Traits and Reproduction: Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits. They uncover the roles of proteins and genes and the way that genes are inherited.

Thermal Energy: In their role as student thermal scientists, students work with the principal of the fictional Riverdale School to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be

explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy transfers from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

Ocean, Atmosphere, and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth's surface and atmosphere, ocean currents, and prevailing winds.

Weather Patterns: Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

Earth's Changing Climate: In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.

Earth's Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change. They also learn about the cause-and-effect mechanisms involved as changes to albedo and combustion of fossil fuels affect climate.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Integrated Science 7

In Integrated Science 7 students focus on the sciences that are related to life here on Earth. Throughout the year the scientific method is consistently embedded in labs and experiments that are done on a weekly basis. In order to complete these labs and experiments, students are required to learn how to use certain scientific tools such as Microscopes, glass slides, graduated cylinders, digital scales, forceps, scalpels, magnifying glasses, thermometers, lasers, meter sticks, etc.

They are also required to use technology for the purposes of research, organization of data (data tables and graphs), and communicating results of their findings whether it be through a written report, or a digital presentation.

This class also incorporates the components of STEAM (science, technology, engineering, arts, and math) in the labs and projects such Vista's Annual Science Fair.

Students in grade 7 engage in the following Amplify curricular units:

Geology on Mars: Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava. Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting subsystems.

Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. They also learn that as the Earth's surface changes, fossils that formed together may be split apart.

Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing costs as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated, while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer.

Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town's pipes are made of, and a substance from feMTSSlizer found to have contaminated the wells that are the source of the town's water. Students use their findings to explain the source of the contaminating substance.

Populations and Resources: Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.

Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Integrated Science 8

Integrated Science 8 supports student mastery of the California content standards for 8th grade science. These learning standards incorporate topics from three fields of science: earth science, life science and physical science.

Students experience hands on activities, conduct lab investigations, design and carry out their own experiments for science fair, read and analyze science texts, write lab reports, and conduct science related research. These learning opportunities help students think and act like scientists, and support their progress towards acquiring skills necessary to succeed in high school and higher education, and potentially to embark on a career in science.

Students in grade 8 engage in the following Amplify units:

Harnessing Human Energy: Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions. To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.

Force and Motion: In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead, it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station, or did it hit the station and bounced off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.

Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that are dropped in areas experiencing a natural disaster. These delivery pods must meet three design criteria: 1) limiting the amount of damage to the cargo during the drop; 2) reusing the pod's shell as much as possible (for example, as emergency shelter); and 3) minimizing the cost of the pod as much as possible. Students focus on the practice of analyzing data to deepen their understanding of force and motion. They also learn about how structure and function are interrelated to determine the integrity and, therefore, success of their pods.

Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in the energy and forces involved.

Light Waves: Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia's skin cancer problem.

Earth, Moon, and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon. In order to provide this advice, students investigate where the moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

Natural Selection: According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee. Student biologists investigate what caused the rough-skinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.

Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side effects caused by the treatment; and 3) minimizing the treatment costs while treating as many patients as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection. They also learn about the cause-and-effect mechanisms involved when rates of death and reproduction can lead to increased drug resistance in the plasmodia population.

Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, investigate how natural selection can lead to one population becoming two different species, and investigate evolution over vast periods of time.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

SOCIAL STUDIES (CORE)

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

awareness and sense of place in an ever-increasingly global society.

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

Social studies is presented in four interconnected formats:

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

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

Vista MS uses the History Alive! (6-8) curriculum from TCI, which is well suited to our hands-on, project-based learning emphasis. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

History Alive! provides a standards-based, multi-faceted curriculum in which lessons start with a big idea, or an essential question, and incorporate graphic notetaking, groupwork, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing of abilities to learn and succeed.

This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. Vista MS extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. In all Social Science coursework, there is an emphasis on developing intellectual reasoning, reflection and research skills.

VCMS also uses the Asia Society Social Studies Framework, which is well suited to our globally-oriented, project-based learning emphasis. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

The Asia Society Social Studies Framework provides standards-based, spiraled curricular resources in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery with age-appropriate themes for each grade level:

6 th Grade	<p>The Image of Issues</p> <ul style="list-style-type: none"> • If the World Were 100 People • A Web of Global Issues • We Know and We Want to Know • Sources of Information • Summarize and Reflect • Observe, Analyze, Interpret • Image Combination with Multiple Interpretations • Collaborative Poster • Project Presentations • The Language of Observation, Analysis, and Interpretation
7 th Grade	<p>Focus on Geography: Critical Issues Around the World</p> <ul style="list-style-type: none"> • Cultural Mapping in the Classroom • Five Themes of Geography • Identifying Credible Sources • Physical Characteristics of Place • Human Characteristics of Place • Human-Environment Interaction (Positive Effects) • Human-Environment Interaction (Negative Effects) • Collaborative Project • Project Presentations
8 th Grade	<p>Focus on People: Targeted Populations and Activist Communities</p> <ul style="list-style-type: none"> • Victims, Perpetrators, Bystanders and Allies • Character Profile of Targeted Individual or Family • The Issue in Everyday Life • Allies as Activists • Ideal Scenarios • Interview Skills • Collaborative Project • Project Presentations Dramatizations and Interviews

This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. VHGA extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. In all Social Science coursework, there is an emphasis on developing intellectual reasoning, reflection and research skills.

Social Studies 6

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations.

Geography is of special significance in the development of the human story. Continued

emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Social Studies 7

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Social Studies 8

Students in grade eight United States History study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war.

After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

PHYSICAL EDUCATION (NON-CORE)

Physical Education in grades 6-8 is performed through non-traditional physical activities, teambuilding activities, and journaling of progress following the California Standards for Physical Education. Students learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. There are 5 critical areas Physical Education addresses:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Students in 6th, 7th and 8th grade also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

MISSION-DRIVEN ARTS EDUCATION (NON-CORE)

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

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

Vista MS strives to provide our students with the tools they need to produce meaning within artistic endeavors. These skills are embedded throughout the day and placed in the context of meaningful experiences. For instance, while learning to write autobiographies in Workshop, our students might learn about proportion, symmetry, observation and various media, such as drawing, painting, collage, and installation, to produce self- or family portraits.

Vista MS benefits from VCPS' partnerships with the Los Angeles County Museum of Art, Hollywood Arts Foundation, the Getty Museum, LOUD Music Program, and the Los Angeles Opera. These resources extend beyond our students and can serve our staff through professional development opportunities on our campus and at their sites.

Students interested in the Visual Arts also have the option of taking an Art elective class.

Using the Art in Action curriculum, students are empowered to develop creativity, critical thinking, self-expression and problem-solving skills while building visual literacy. Through hands-on learning, students expand their knowledge in art and art techniques, cultural understanding, technology and more—so every student has the skills they need to succeed and be prepared for jobs of the future. Each of Art in Action's program levels has at least twelve lessons that provide a high-quality visual art curriculum. The multifaceted lessons develop students' critical thinking skills, creative confidence, hands-on skills, visual literacy, self-esteem and an appreciation of other cultures.

Art 6: Ancient Art

Art 6 explores diverse art pieces from various cultures in ancient history; delving underneath the surface and examining works for symbolism and meaning. Whether it's Egyptian, Asian, Greek or Roman, students learn creative techniques to create visual metaphors and express traditional sentiment within their projects.

Art 7: Renaissance Art

Highlighting a period of cultural expression and artistic advancement, Art 7 introduces students to artworks of the Renaissance era. They study works with various visual techniques, such as shading, perspective, or scale, and discuss the societal and cultural impact of each masterpiece.

Art 8: Art and the American Experience

Transitioning to the American art experience, Program 8 includes pieces of popular art, mixed multi-media, photography, and realism. Each of the twelve lessons underline creative elements that evolved within American history. Students describe the role of creativity in American society and discuss the cultural impact of postmodern art.

At Vista MS, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. Students in 6th, 7th and 8th grade who have an interest in music can participate in our Orchestra or Band electives. Our full-time music teacher delivers instruction on a daily basis. We have a full-time instrumental music program featuring both band and string orchestra that features a 1:1 blended technology model. This opportunity is extremely important, as many of our students will not have access to these skills outside the school setting. Through our music program, our students will acquire basic knowledge of musical history, composers, theory, reading musical notation, composition, and develop performance skills by participating in concerts throughout the year.

INSTRUMENTAL MUSIC, BAND AND STRING ORCHESTRA (NON-CORE)

Instrumental music programs (grade 6-8) are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students.

Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians. Students learn, rehearse, and perform 2-4 repertoire pieces each semester of various difficulties. Concert music is meant to push students performing abilities while providing constant opportunities to master previously learned skills.

Music students also learn to engage with music through other disciplines, featuring a 1:1 technology blended model, completing various projects and/or listening journal entries according to provided rubrics. Through the use of Kagan Structures for Cooperative Learning, journal entries allow students to write about music, relative to themselves, within an academic framework.

Music students learn to compose original music using the Noteflight online notation software. Students learn to use the multiple toolbars to input notes, expressions, and rhythms to create their own scores.

Instrumental Band Beginning

Students in grade 7 beginning string orchestra receive an introduction to music by learning the basics of reading, writing, and performing music notation on an instrument. The Essential Elements for Strings method book is used to develop student's playing skills. Students then rehearse lower graded (level) concert sheet music to be performed at several concerts throughout the school year. By the end of the school year beginning orchestra students will be able to do the following:

- Perform grade 0.5-1 concert music for an audience (VAPA Standards: Ensembles-Perform)
- Compose original music with basic music notation using technology (VAPA Standards: Composition/Theory and Technology-Creating)
- Collaborate with peers on music-themed projects using rubrics and technology (VAPA Standards: Technology-Connecting)

Instrumental Intermediate and Advanced Bands

Students in grade 7 intermediate and grade 8 advanced bands continue to build on their prior learning of music by learning and implementing new performance techniques, music theory principles, and exploring music in depth. The Essential Elements for Band method book 1 and 2, in conjunction with other supplementary materials, are used to further develop student's playing skills. Students rehearse higher graded (level) concert sheet music to be performed at several concerts throughout the school year. By the end of each school year, a grade 7 or grade 8 band student will be able to do the following:

- Perform grade 1-2 leveled concert music for an audience (VAPA Standards: Ensembles-Perform)
- Compose original music with some advanced music notation and theory principles using technology (VAPA Standards: Composition/Theory and Technology-Creating)
- Create and collaborate with peers on music-themed projects using rubrics and technology (VAPA Standards: Technology-Connecting)

Instrumental Beginning String Orchestra

Students in grade 7 beginning string orchestra receive an introduction to music by learning the basics of reading, writing, and performing music notation on an instrument. The Essential Elements for Strings method book is used to develop student's playing skills. Students then rehearse lower graded (level) concert sheet music to be performed at several concerts throughout the school year. By the end of the school year beginning orchestra students will be able to do the following:

- Perform grade 0.5-1 concert music for an audience (VAPA Standards: Ensembles-Perform)
- Compose original music with basic music notation using technology (VAPA Standards: Composition/Theory and Technology-Creating)
- Collaborate with peers on music-themed projects using rubrics and technology (VAPA Standards: Technology-Connecting)

Instrumental Immediate String Orchestra

Students in grade 8 intermediate string orchestra continue to build on their prior learning of music by learning and implementing new performance techniques, music theory principles, and exploring music in depth. The Essential Elements for Strings method book 1 and 2, in conjunction with other supplementary materials, are used to further develop student's playing skills. Students rehearse higher graded (level) concert sheet music to be performed at several

concerts throughout the school year. By the end of the school year a grade 8 orchestra student will be able to do the following:

- Perform grade 1-2 leveled concert music for an audience (VAPA Standards: Ensembles-Perform)
- Compose original music with some advanced music notation and theory principles using technology (VAPA Standards: Composition/Theory and Technology-Creating)
- Create and collaborate with peers on music-themed projects using rubrics and technology (VAPA Standards: Technology-Connecting)

ADVISORY (NON-CORE)

6th – 8th grade students at Vista participate in an advisory period four times a week. Many narrative accounts attest to advisory's positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment.⁹⁵ In addition, healthy relationships between teachers and students appear to facilitate academic achievement.

At Vista MS, there are three main goals of the advisory program:

- **Social Emotional Learning:** Students are in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers.
- **College Ready Skills & College Knowledge:** Students build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college. Students begin to gather the information and skills that allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture.
- **Intervention:** Struggling students participate in push in and pull-out intervention to address gaps in learning. Additionally, English Learners participate in Designated ELD.

It is in Advisory that class Council, from the Council in Schools program created by the Ojai Foundation, is regularly held. Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a “talking piece”), clear beginnings and endings, and

⁹⁵ See, e.g., Bergin, C. and Bergin, D., Attachment in the Classroom, *Educ Psychol Rev* (2009) 21:141–170 (noting myriad school success factors impacted by students' attachment); Zins, Christine. (2013). Engaging Families to Prevent Chronic Truancy. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/msw_papers/278; Factors Influencing School Attendance for Chronically Absent Students in the Sacramento City Unified School District (SCUSD), Chronic Absenteeism Issue Brief Series July 2014, https://regionalchange.ucdavis.edu/sites/g/files/dgvnsk986/files/inline-files/N%20Erbstein%20Brief_Factors-Influencing-School-Attendance.pdf (finding that people/relationships are by far the largest motivator for attendance in school); Shannon, G. Sue and Bylsma, Pete (2003). Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate. Office of Superintendent of Public Instruction, Olympia, WA.

“witnessing,” a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the Vista communities.

WORLD LANGUAGES (NON-CORE)

Spanish 6

Students build solid language skills through the balanced emphasis on vocabulary, grammar, and communication. The approach to culture teaches students the who and what of culture while developing important critical thinking skills. The varied print and technology components enable all students to become successful language learners. Students learn Spanish by actively engaging with the language via hands-on activities and projects, digital media, and online tasks that help all students. Units include exploration of self, school, hobbies, foods, family and long term goals.

Spanish 7

Students build solid language skills through the balanced emphasis on vocabulary, grammar, and communication. The approach to culture teaches students the who and what of culture while developing important critical thinking skills. The varied print and technology components enable all students to become successful language learners. Students learn Spanish by actively engaging with the language via hands-on activities and projects, digital media, and online tasks that help all students. Units include exploration of travel destinations, chores at home, feelings, and protecting the Earth.

Spanish 8

Students build solid language skills through the balanced emphasis on vocabulary, grammar, and communication. The approach to culture teaches students the who and what of culture while developing important critical thinking skills. The varied print and technology components enable all students to become successful language learners. Students learn Spanish by actively engaging with the language via hands-on activities and projects, digital media, and online tasks that help all students. Units of learning include *Who I really am*, *County Life vs. City Life*, *How does television influence what we do?* *How to serve our communities before graduation* and *How can we control violence?*

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

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

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed more fully below, in all VCPS, we implement a Response to Intervention (RTI) approach prevent academic and behavioral problems and to intervene early and strategically.

The RTI process begins with high-quality instruction and universal screening of all children in

the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. For example, all learners benefit from differentiated instruction through project-based learning, Reader's and Writer's Workshop, and Kagan strategies. Targeted small group instruction and adaptive online learning programs such as Eureka Math provide more intensive interventions. Higher tier intervention include such things as one-on-one tutoring or psycho-social counseling. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

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

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the textbook adoptions planned for grades 6-8.

English Language Arts	Writer's and Reader's Workshop based on the Lucy Calkins model; Leveled Reading Library
ELD	iLIT20; Fountas & Pinnel Intervention
Mathematics	Ready Math; i-Ready MathRead
Social Science	History Alive!, Asia Society's ISSN
Science	PLTW Gateway, Amplify Science
Spanish	Pearson's Paso a Paso
Visual and Performing Arts	Art in Action; teacher-created curriculum
PE/Health	Teacher-created
Advisory	Way of Council

COMPREHENSIVE COURSE LIST

Subject Area	Grade 6	Grade 7	Grade 8
History / Social Science	Social Studies 6	Social Studies 7	Social Studies 8
English/ Language Arts	English 6	English 7	English 8
Math	Math 6	Math 7 Pre-Algebra	Math 8 Algebra I
Science	Integrated Science 6	Integrated Science 7	Integrated Science 6-8
Visual / Performing Arts	Art 6 Instrumental Beginning Band	Art 7 -Instrumental Beginning Band -Instrumental Intermediate and Advanced Bands -Instrumental Beginning String	Art 8 -Instrumental Beginning Band -Instrumental Intermediate and Advanced Bands -Instrumental Beginning String

		Orchestra	Orchestra -Instrumental Intermediate String Orchestra
Elective	Advisory Spanish 6 PLTW: Computer Science for Innovators and Makers PLTW: Design & Modeling PLTW: App Creators Journalism	Advisory Spanish 7 PLTW: Flight and Space PLTW: Science and Technology PLTW: Automation & Robotics PLTW: App Creators	Advisory Spanish 8 PLTW: Automation & Robotics PLTW: Energy and the Environment PLTW: Magic of Electrons PLTW: Green Architecture PLTW: Medical Detectives
Physical Education	PE	PE	PE

INSTRUCTIONAL METHODS AND STRATEGIES

At Vista MS, we use the Framework for Engagement as the lens through which all instructional programs and practices are implemented. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of “stand and deliver” that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities.⁹⁶

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

The Workshop Model. At Vista MS, all subjects are taught based on pedagogy found in the Lucy Calkins Reading and Writing Workshop model. This method structures each lesson with 10 to 15 minutes of teacher-led instruction followed by ample time for student-centered, hands-on learning. A typical lesson across all subject matter starts with student-friendly objectives connected to the California Content Standards with real-life application, followed by a 10- to 15-

⁹⁶ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

minute lesson that offers clear modeling and guided group practice. The remainder of the time is for independent practice and ranges from 30 to 50 minutes. While students work independently and/or cooperatively in small groups, the teacher and TA are free to work with small groups and one-on-one instruction. During this time, the teacher and assistant also use formative assessments to guide instructional support and future lessons. This model honors teacher and student autonomy and provides ample choice in alignment with a Constructivist Learning Environment. *All of our curricular choices reflect this framework. Teachers are fully trained in Reading and Writing Workshop with the expectation of transferring the basic pedagogical skills to all subjects.*

Problem-based pedagogy. This model is described as “an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation.”⁹⁷ *Vista MS strategically uses this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement.⁹⁸ Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning.⁹⁹

Vista MS teachers receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. Although teachers are required to facilitate two projects each year (one each semester), they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement,¹⁰⁰ another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer- to-peer interaction found that “peer interaction had the strongest predictive capacity for engagement and outcomes.”¹⁰¹ The Heritage development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school’s instructional approach. Clearly, both are important and are constantly considered when designing Heritage pedagogy. Student interaction and collaborative learning promotes

⁹⁷ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁹⁸ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁹⁹ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

¹⁰⁰ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

¹⁰¹ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements.¹⁰²

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

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

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

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

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial success, and even failure to point the way toward mastery of a subject or skill.¹⁰³ Currently, most classrooms see failure as an end in itself-- which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning.¹⁰⁴ At Vista MS teachers receive professional development on the latest developments and research on Master Learning. One site that is used by Vista MS staff to understand and implement Mastery Grading is <http://www.gradingforlearning.wordpress.com>. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and schools make the

¹⁰² Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

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

¹⁰³ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools, 45*(5), 365-368.

¹⁰⁴ Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA. Finn, J. D. (1989).

Withdrawing from school. *Review of educational research, 59*(2), 117-142. Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology, 95*(4), 667.

emotional and pedagogical shifts needed to honor child centered and developmentally appropriate.

Relevance. A recent study on student learning and engagement (Wilson, 2016) conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives.¹⁰⁵ When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

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

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

To ensure Vista MS relevancy for Vista MS students, every lesson at Vista MS starts by answering the *What? Why?* and *How?* before instruction begins

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

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

Personal Learning Plans. Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, Vista MS students develop Personal Learning Plans upon enrollment starting from

¹⁰⁵ Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in higher education*, 46(2), 185-209.

kindergarten. They have opportunities to reflect on their learning, make appropriate choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from Vista MS staff occurs on a frequent basis as they regularly conference and meet with students throughout the week in our workshop model.

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

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

Another area that supports Personal Learning Plans and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated.¹⁰⁶

Differentiated Instruction. Vista MS staff utilizes its knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels.¹⁰⁷

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

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

¹⁰⁶ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

¹⁰⁷ Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, trans.).

other similar programs have differentiation of instruction as a core value and are implemented at Vista MS.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Pacing Roadmaps. Throughout the week, teachers use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments drives follow-up instruction, support, and/or intervention. Once the Vista MS staff has been hired, grade-level groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review students' scores and meet in grade level teams and with administration to review results, determine focus groups and next steps of action. Teachers implement Common Formative Assessments aligned to the rigor of the Smarter Balanced at the end of each two-week instructional period using the Edulastic Assessment platform. This data is analyzed on a continuous basis to determine student success and student needs. The CAASPP Interim Assessments are administered on a quarterly basis. And a benchmark is administered at the end of each semester. Benchmarks have more weight as they cover a longer period of instruction.

Possible outcomes may include a need for pull-out intervention, an SST and a review of any other types of interventions that would help the student; an online assessment tool and learning management system is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities in the workshop model to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and our online assessment system, Edulastic allow teachers and administrators the opportunity to gather and organize data that guides next steps. PowerSchool, Google Classroom, and Edulastic are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments.

Homework. At Vista MS, our approach to homework is research-based and in alignment with our core values of honoring the development of the whole child. The most comprehensive research on homework comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper, who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

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

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction**. Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our

- purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
 5. Cooperative and shared learning projects may be assigned from time to time and needs to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent is expected to support and facilitate this activity outside of school.¹⁰⁸

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

Again, as detailed above, our program and instructional methodologies are based on extensive research into how learning best occurs, including our particular emphasis on student engagement through a globally-focused, relevant and STEAM-focused program. Details about the Charter School's assessment tools and methodologies to measure student mastery of content standards is included in Elements 2/3.

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

Technology is an important global strand that runs throughout our curriculum. It allows us to reach across the cultural, financial, and digital divides that currently separate our students from gaining full access to the American dream. Most of our students do not have full Internet and computer access in their homes. To level the playing field, Vista MS students are provided a Chrome Book or similar device. Students are allowed to take devices home for select projects with increasing opportunities for home use that allows all students greater flexibility for daily use. Students use technology on a daily basis for all assignments as well as access to our digital curriculums. Additionally, our classrooms are equipped with iPads and Apple TVs to be used for small group collaboration.

Vista MS extensively utilizes Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA). Additionally, classrooms are equipped with Apple TVs and iPads for small group instruction and student collaboration.

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

¹⁰⁸ Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research*, 76(1), 1-62.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

While not required for middle schools, Vista MS is proud to have a full, six-year accreditation from WASC through 2023-24.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The proposed school calendar for 2020–2021 includes 180 instructional days and 190 teacher workdays (180 instructional, five summer Professional Development, five school-year Professional Development). First year teachers and teachers at new VCPS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school. Most commonly these trainings are in Readers and Writers Workshop, Way of Council, Kagan, and Project Lead the Way.



Superintendent: Donald Wilson Ed. D.

VISTA CHARTER MIDDLE SCHOOL

A Vista Charter Public School

2020-2021 Instructional Calendar

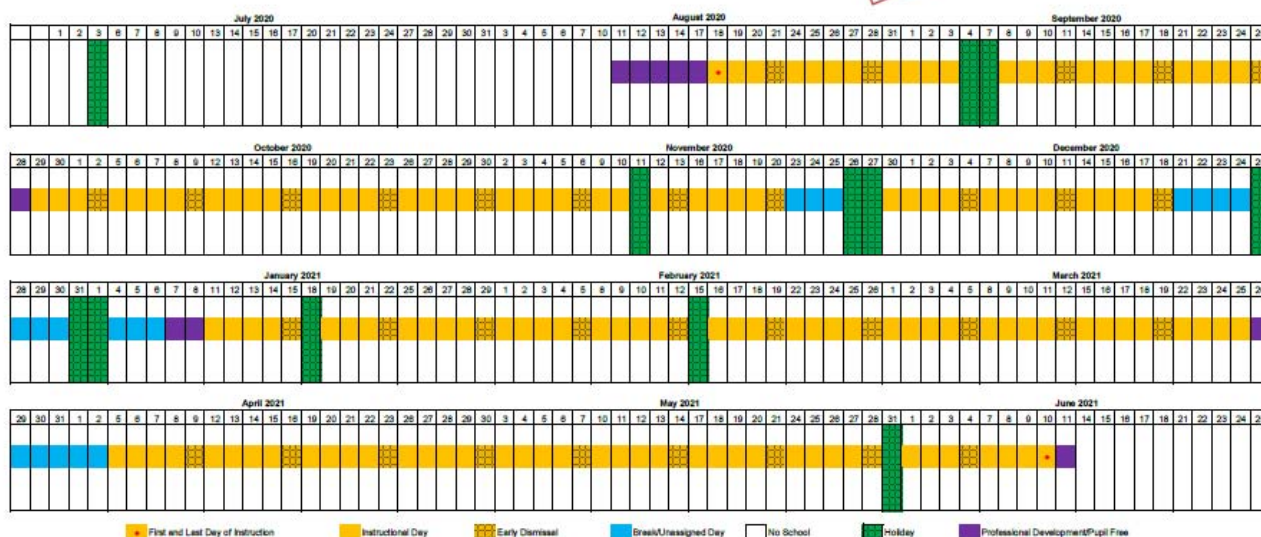
2900 West Temple Street, Los Angeles, CA 90026

P (213) 201-4000 | F (213) 201-5861

www.vistacharters.org



Principal: Karen Amaya
Assistant Principal: Daniel Sommer



SAMPLE DAILY SCHEDULES

Vista MS offers 385 minutes of instruction for all grades per regular day and 255 minutes for all grades on “early release” days on Friday. Teachers have professional development (PD) and collaborative time for two hours each Friday after early release. Science/Social Studies Project-Based Learning time rotate – e.g., Science Mondays and Thursdays and Social Studies Tuesdays and Fridays.

Vista MS Bell Schedule: Monday - Thursday

6th Grade			
	Start Time	End Time	Length
Period 1 ELA 6	8:00 AM	8:55 AM	55 min
Passing	8:55 AM	8:58 AM	3 min
Period 2 Social Studies	8:58 AM	9:53 AM	55 min
Passing	9:53 AM	9:56 AM	3 min
Period 3 Math 6	9:56 AM	10:51 AM	55 min
Lunch	10:51 AM	11:31 AM	40 min
Period 4 Science 6	11:31 AM	12:26 PM	55 min
Passing	12:26 PM	12:29 PM	3 min
Period 5 PE	12:29 PM	1:24 PM	55 min
Passing	1:24 PM	1:27 PM	3 min
Period 6 Elective	1:27 PM	2:22 PM	55 min
Passing	2:22 PM	2:25 PM	3 min
Advisory ELD	2:25 PM	3:05 PM	40 min
Total Instructional Minutes			385

7th Grade			
	Start Time	End Time	Length
Period 1 ELA 7	8:00 AM	8:55 AM	55 min
Passing	8:55 AM	8:58 AM	3 min
Period 2 Math 7	8:58 AM	9:53 AM	55 min
Passing	9:53 AM	9:56 AM	3 min
Period 3 PE	9:56 AM	10:51 AM	55 min
Passing	10:51 AM	10:54 AM	3 min
Period 4 Elective	10:54 AM	11:49 AM	55 min
LUNCH	11:49 AM	12:29 PM	40 min
Period 5 Science 7	12:29 PM	1:24 AM	55 min
Passing	1:24 AM	1:27 AM	3 min
Period 6 Social Studies	1:27 AM	2:22 AM	55 min
Passing	2:22 AM	2:25 AM	3 min
Advisory ELD	2:25 AM	3:05 PM	40 min
Total Instructional Minutes			385

8th Grade			
	Start Time	End Time	Length
Period 1 PE	8:00 AM	8:55 AM	55 min
Passing	8:55 AM	8:57 AM	2 min
Period 2 Elective	8:57 AM	9:52 AM	55 min
Passing	9:52 AM	9:55 AM	3 min
Period 3 ELA 8	9:55 AM	10:50 AM	55 min
Passing	10:50 AM	10:52 AM	2 min
Period 4 Math 8	10:52 AM	11:47 AM	55 min

Passing	11:47 AM	11:50 AM	3 min
Period 5 Social Studies	11:50 AM	12:45 PM	55 min
Lunch	12:45 PM	1:25 PM	40 min
Passing	1:25 PM	1:28 PM	3 min
Period 6 Science	1:28 PM	2:23 PM	55 min
Passing	2:23 PM	2:25 PM	2 min
Advisory ELD	2:25 PM	3:05 PM	40 min
Total Instructional Minutes			385

VCMS Bell Schedule: Friday

6th Grade			
	Start Time	End Time	Length
Per 1 ELA 6	8:00 AM	8:40 AM	40 min
Passing	8:40 AM	8:43 AM	3 min
Per 2 Social Studies	8:43 AM	9:23 AM	40 min
Passing	9:23 AM	9:26 AM	3 min
Per 3 Math 6	9:26 AM	10:06 AM	40 min
Passing	10:06 AM	10:09 AM	3 min
Lunch	10:09 AM	10:39 AM	30 min
Passing	10:39 AM	10:49 AM	10 min
Per 4 Science	10:49 AM	11:29 AM	40 min
Passing	11:29 AM	11:32 AM	3 min
Per 5 PE	11:32 AM	12:12 PM	40 min
Passing	12:12 PM	12:15 PM	3 min
Per 6 Elective	12:15 PM	12:55 PM	40 min
Total Instructional Minutes			262

7th Grade			
	Start Time	End Time	Length
Per 1 ELA 7	8:00 AM	8:40 AM	40 min
Passing	8:40 AM	8:43 AM	3 min
Per 2 Math 7	8:43 AM	9:23 AM	40 min
Passing	9:23 AM	9:26 AM	3 min
Per 3 PE	9:26 AM	10:06 AM	40 min
Passing	10:06 AM	10:09 AM	3 min
Per 4 Elective	10:09 AM	10:49 AM	40 min
Passing	10:49 AM	10:52 AM	3 min
Lunch	10:52 AM	11:22 AM	30 min
Passing	11:22 AM	11:32 AM	10 min
Per 5 Science	11:32 AM	12:12 PM	40 min
Passing	12:12 PM	12:15 PM	3 min
Per 6 Social Studies	12:15 PM	12:55 PM	40 min
Total Instructional Minutes			262

8th Grade			
	Start Time	End Time	Length
Per 1 PE	8:00 AM	8:40 AM	40 min
Passing	8:40 AM	8:43 AM	3 min
Per 2 Elective	8:43 AM	9:23 AM	40 min
Passing	9:23 AM	9:26 AM	3 min
Per 3 ELA 8	9:26 AM	10:06 AM	40 min
Passing	10:06 AM	10:09 AM	3 min
Per 4 Math 8	10:09 AM	10:49 AM	40 min
Passing	10:49 AM	10:52 AM	3 min
Per 5 Social Studies	10:52 AM	11:32 AM	40 min
Passing	11:32 AM	11:35 AM	3 min
Lunch	11:35 AM	12:05 PM	30 min
Passing	12:05 PM	12:15 PM	10 min
Per 6 Science 8	12:15 PM	12:55 PM	40 min
Total Instructional Minutes			262

INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	146	385	34	255					180	54000	64880	10880
7	Yes	146	385	34	255					180	54000	64880	10880
8	Yes	146	385	34	255					180	54000	64880	10880
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

EARLY COLLEGE AND MIDDLE COLLEGE -- NOT APPLICABLE.

Professional Development

TEACHER RECRUITMENT

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

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

Professional Development

At Vista MS, professional development is critical to the success of our students. At Vista MS, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development.¹⁰⁹ At Vista MS, professional development is directly applicable to classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students.¹¹⁰

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

Vista MS utilizes several specific structures to ensure that teachers are continuously learning and growing their practice. Below are the key structures that contribute toward professional learning:

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

¹⁰⁹ Castillo, R. L. (2011). *Effective implementation of professional development and student achievement*. California State University, Fresno. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

¹¹⁰ Ibid.

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

Professional Learning Communities: Vista MS faculty works as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.¹¹¹ Not unlike the students, the faculty at Vista MS meta-cognitively process their instruction. The focus questions rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade-level teams. Faculty receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

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

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

Teacher growth and development: Vista MS uses the Dr. Charlotte Danielson Evaluation Instrument¹¹² as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy

¹¹¹ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

¹¹² The Framework for Teaching Evaluation Instrument. Accessed from: <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>.

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

Domain 2: The Classroom Environment

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

Domain 3: Instruction

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

Domain 4: Professional Responsibilities

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

All Vista teachers use The Framework Clusters by The Danielson Group (The Danielson Group, 2019) as an ongoing reflection tool throughout each school year. The Framework Clusters represent a formative reflection cycle that works in tandem with the traditional Danielson Framework for Teaching. Teachers who have worked at Vista 2 or more years will participate in our professional growth cycle where they will choose a focus area from The Framework Clusters, choose 1 of 2 approaches (semester portfolio or action-research), make a yearly goal related to their chosen Cluster area, then collect artifacts relating to their goal. These serve as the foundation for coaching sessions throughout the year.

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

Site visits: Vista MS hosts a site visit at least once each charter term. ¹¹³Visits are conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing

¹¹³ We also host site visits for other organizations, MTSS, CSU Long Beach, OC Charter Principals Network, who come to observe our model and instructional practices.

improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals.

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

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

Professional Development Topics and Professional Learning Community	
Compliance and Mandated Training	Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology
School Culture	Way of Council School Discipline Policies and Procedures Restorative Justice practices
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Project Lead the Way, Amplify Science Readers and Writers Workshop Ready Math and i-Ready Math Technology instruction and integration
Assessments & Standards	Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities) SBAC aligned assessments Learning Management System History Alive!

Differentiation / Special Education/Student Supports	Modifications and intervention strategies Tiered supports Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services
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New teachers at Vista MS receive an inservice week in which they go over Vista MS' mission, an overview of our school community and school logistics, emergency and day-to-day operational procedures, instructional framework and human resource training. As part of their inservice week, they work with our Instructional Leadership Team to develop classroom settings and norms that will support their instructional goals. Through our Instructional Leadership Team, they begin to discuss and shape their lessons that emphasize doing and performing as part of showing their academic excellence. Moreover, they receive technology training that prepares them to communicate and share lessons and school resources with their students and families. In addition, teachers are trained to recognize students in need of intervention and how to support our diverse student population. Lastly, new teachers who have yet to clear their credential can receive further training through a teacher induction program covered by Vista MS.

Meeting the Needs of All Students

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

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

After a student has enrolled in Vista MS, student data is analyzed such as 4th and 5th grade Smarter Balanced results and ELPAC results:

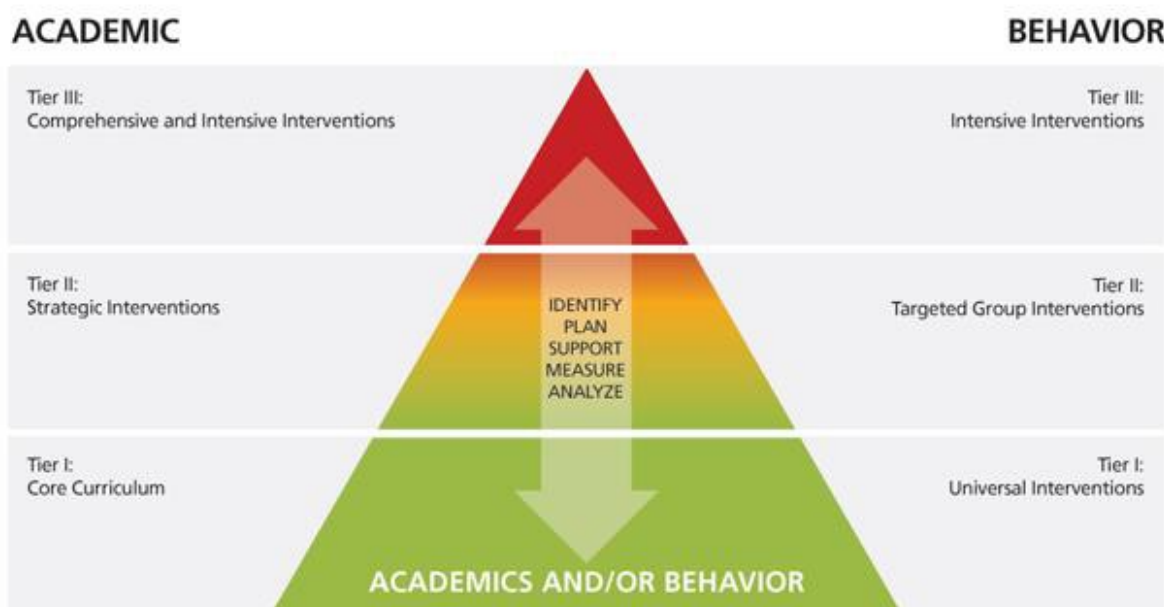
- An enrollment form collected after admission that asks families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- Diagnostic assessments in language arts and mathematics for all students. Vista MS uses Fountas and Pinnell reading assessments for all grade levels and Lucy Calkins writing assessments for all grade level. Math assessments are from the Ready and i-Ready Math Program. (Vista MS also will administer SBAC Interim Assessments for grades 6-8 as detailed in Elements 2/3.)

RESPONSE TO INTERVENTION

As in all VCPS, Vista MS implements a Response to Intervention (RTI) approach to ensure students are monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

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

RTI Tiers for Academic and Behavioral Interventions



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

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

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Eureka Math intervention strategies

Tier 3 – Intensive Intervention

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

Student Success Team

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

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

The Vista MS SST meetings shall include the following steps:

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

12. Follow-up date is set

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

The following subsections explain the ways in which Vista MS identifies and addresses the needs of diverse learners.

ENGLISH LEARNERS

Based upon the data from the surrounding neighborhood schools, we expect almost half of our students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. Vista MS teachers, staff and school leaders communicate to parents in Spanish as needed—but use English instruction for the content areas in the classroom.

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

Identification of English Learners

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

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

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

Students are monitored in conjunction with the ELPAC General Performance Level Descriptors

(PLDs):

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

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

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

Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction in small groups daily during ELD/Literacy time. All students participate in the general education classroom during instructional time where teachers implement strategies to support "integrated" academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

EL students are also provided with Designated ELD instruction on a daily basis. During designated ELD, they complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the iLit20 curriculum. Upon completion of weekly tasks student data is analyzed to track progress of language acquisition. The iLit curriculum also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students are pulled out for targeted intervention on the specific content necessary.

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

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:¹¹⁴

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

¹¹⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

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

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

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

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

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

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

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

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

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

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

- III. **Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires

higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

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

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

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

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

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

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

Parents are notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

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

Vista MS provides high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher’s knowledge of how to teach English

learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

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

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

Process and Specific Criteria for Reclassification

Vista MS monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD EL Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

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

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities

- Core content area assignments scored using an ELD standards-based scoring rubric

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

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

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level -- knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.¹¹⁵

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

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

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

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

¹¹⁵ California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>. Accessed on August 6, 2018.

Reclassification Criteria

Annual ELPAC Scores

Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language) (Applies to grades 3,4,and 5)

Teacher Evaluation

The teacher judges the student will be successful in a Mainstream English Program based on a review of:

Report Card

Report card grade marks of C or higher in English Language Arts

CAASPP

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

Parent Opinion/Consultation

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

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

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

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written

English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that Vista MS provides for all students.

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide Vista MS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹¹⁶:

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

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

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

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

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) We closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Vista MS prioritizes resources (e.g. curriculum for ELD instruction) for

¹¹⁶ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

students at risk of being identified as LTELs. Students and parents are made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Identification

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At Vista MS, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Students are identified as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP data. Students who have been identified as possible achievers and/or gifted are tested for giftedness using LAUSD approved tests and following the LAUSD guidelines for testing gifted students. Vista MS continually evaluates students' achievement level to ensure that high-achieving students can be quickly identified and served.

Parent Notification and Involvement

Just as in the case with low-achieving students, the classroom teacher contacts parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents are notified in writing or by phone to set up a conference. The Assistant Principal serves as the onsite designee for parents to contact regarding GATE. Family members provide rich information about their child's strengths, needs, and learning styles— which informs the supports the learner receives at school. The Personal Learning Plans enhance parent involvement, as they have components that involve parents in their child's development, personal aspirations, and specific needs. Family conferences are held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals are communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support children of all abilities.

Meeting Gifted and High Achieving Students' Needs

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

- Readers and Writer's Workshop provides academic freedom and differentiation
- All students have access to a Chromebook or similar device and can access leveled libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Project Lead the Way science curriculum is designed to engage learners and provide opportunities for high level-thinking skills through a hands-on experimental approach
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-

- achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

MONITOR PROGRESS OF GIFTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS ACHIEVING BELOW GRADE LEVEL

Assessment and Identification

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

Our goal, at Vista MS, is to ensure that every child is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff provide on-going and continuous assessments in our efforts to seek out and support children who are academically low-achieving and might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students need to succeed.

Vista MS enlists a variety of assessment tools to identify students who are achieving at lower academic levels. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year. For ELA this assessment will include the Fountas and Pinnell Benchmark Assessment System (BAS) differentiated for grade levels 6-8. For mathematics, Ready math assessments are used.

Parent/Guardian Notification and Involvement

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

Supports and Interventions

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

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Lucy Calkin's Readers and Writers daily workshops allow for grouping according to instructional reading and writing levels. Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students are regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Fountas and Pinnell Leveled Literacy Intervention provides targeted and early intervention strategies.
- Leveled reading libraries provide differentiation for low- and high-achieving learners.
- Students who are struggling with math or not mastering standards receive tiered intervention to support with learning. At the first level of support, teachers provide differentiated instruction in small groups in the classrooms. These groups are informed by data as well as the skills and concepts. If students continue to struggle they are provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Reflex Math, Teen Emergent Reader Libraries from Saddleback, iLit 20, Measuring Up etc.).

Monitoring Progress

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

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

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

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

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

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

STUDENTS WITH DISABILITIES

Please see District Required Language at the beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

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

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

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

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

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

“A Typical Day”

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

Pablo, a sixth-grade student, walks to school with his mother and little sister at the front of the school. They walk to the front of the school where his mom drops him off and rushes to drop off his little sister at Vista Horizon Global Academy. Although he knows he is now in middle school and expected to be more independent, he is secretly happy to be immediately greeted by Ms. Amaya, the principal.

“Good morning, Dr. Felch,” he shyly says to him and in return receives a big, “Pablo! Good Morning! It’s great to see you. How are you enjoying the year so far?” Miguel tells him that it’s been really good and quickly walks through the front doors and into the main entrance, where he gets greeting again by Ms. Alvarado as he passes her at the front desk. He looks up and sees the giant mural of the Eagle and the Condor and remembers the assembly they had where his principal reminded them about what their school mascot symbolizes. Right then, his favorite teacher, Mrs. Yu sees him looking at the mural and asks him if he remembers what it means.

“Yes, Miss,” but Mrs. Yu pushes him to tell the story to him.

A little embarrassed, but secretly beaming with pride that his teacher is giving him the opportunity to tell her what he knows, Pablo tells her, “The eagle is an ancient symbol of our ancestors that represents the importance of the mind, intellect, progress, and technology and reminds us that we need to strive hard to get a good education.” Miguel then points to the condor and tells his teacher that the condor is also an important symbol that teaches us that the heart is as important as the mind and that taking care of the environment is as important as technological progress and that working to be both the eagle and condor is needed if we want to be good global citizens.

Pablo wants to make his teacher and parents proud and transform the world one day. That thought reminds him that they are working on a project in his science class where they are learning about a little girl with muscular dystrophy and that today they are going to use the computers to design a boot to help her walk better. Miguel is excited really likes the design team he is working with and excited about the project.

Miguel has barely gotten through the door yet, but he is excited and beaming with pride to be at Vista Charter Middle School.

Pablo is surprised when he sees his mother again and a bit embarrassed when she leans down and kisses him on the forehead. “*Mijo*,” she says, “Today, I get to have coffee with the principal and other parents this morning. Your principal is going to tell us all about the great things your school is doing and then we have committee meetings. But I will see you later, today I get to volunteer in your class.”

Miguel quickly kisses his mom again, but is happy to leave her and go have breakfast with his friends before the first class starts. Pretty soon, Miguel hears the bell and heads to his first class.

Language Arts

Mr. Proano is standing at the door greeting each student as they come into the room. Miguel shakes his teacher's hand and says, "Good morning, Mr. Proano It's a great day for learning!" Mr. Proano laughs because Miguel beat her to her own daily greeting. He knows the routine, but she directs all the students to the front of the room to find their place next to their literacy partners. She reminds them to have their writing journal with them and ready to go, but that they will start with a Kagan Community builder.

Miguel walks into his advisory class and puts his backpack away. He gets his Chrome book off the cart and sits at his desk next to the other three students on his class team. He looks at his team table cards and remembers to greet his shoulder and face partner with a warm welcome and a compliment. No sooner do they finish their greetings than Ms. Huff starts the class off with a Kagan community building activity. They have been learning about writing a personal narrative and the last few weeks they have focused on their family genealogy, heritage, and stories, and it doesn't surprise Miguel that the activity involves sharing things he loves about his family. The computer-generated Kagan spinner on the screen in front of the class stops on two. Miguel feels disappointed he doesn't get to start, but congratulates his shoulder partner. Each one of his team members gets to share, and they remember to compliment each other after they share. "I love the story about your *abuela* and how she got to our country, Miguel," his partner tells him, and Miguel beams with pride—not for the first time this morning, and it's not even 8:15 yet.

After the community builder Miguel grabs his writer's journal and heads to the mini lesson area. He never thought of himself as a good writer before, but he now thinks that he might want to be an author when he grows up. He can't wait to see what his teacher is going to do today in Writer's Workshop.

Mr. Proano gets right to the point, "Writers, remember yesterday when we talked about making our writing more exciting for the reader? Today I want to show you one way to do that. One thing that great writers do to engage their readers is to surprise them by making inanimate objects or non-human characters—remember inanimate is something that is not living like a rock or a mountain, and non-human characters are something that is not human, like a dog or animal—act like a human.

When an author does this, we call it personification. Today, I'm going to show you how to use personification to make the stories you are working on more exciting for your readers." Ms. Huff knows how important modeling is and has planned for it and says, "Let me show you some examples of how published authors have done it."

Ms. Huff pulls out three books, and says, "Let's see how some of our favorite published authors use personification in their writing to engage us as readers. The first one is *The Giving Tree* by Shel Silverstein, and Miguel remembers when his teacher read that to them during their unit on Poetry. She picks out a small passage and reads it to the class and shows how the author gives the tree human attributes and feelings. She says, "This makes me love the tree so much." She explains how personification helps the reader feel sad and happy for the tree by the end of the story. She shares two more examples. This only takes a few minutes, and then she clearly repeats the day's objective, "So, remember authors...Great writers sometimes use

personification to engage and excite their readers. Watch me now, as I try to use personification in the story I am writing.”

Ms. Huff sits before her story, which she has projected onto the interactive touch screen, and starts to read, “The little boy was racing all around the woods chasing butterflies until he got so tired he had to sit on an old tree stump.”

“Hmmm,” Ms. Huff thinks out loud to herself, I wonder what would happen if the tree stump could talk.” She starts to write, “As the winded boy sat...” She crosses out “sat” and says, “He’s tired from running around, so he is really going to plop down.” She writes instead, “plunked down hard on the stump.” She continues, “The little boy heard someone scream “Ouch, that hurt!” The little boy looked around the woods, but didn’t see anybody. “Oh my gosh, you are so heavy. At least you could have asked for my permission.” This time the boy heard the voice come from under him, down by his feet and he jumped so high, he nearly hit his head on the branch of a nearby tree.”

The whole class laughs, and so does Ms. Huff. But, she quickly turns back to the lesson, “Do you see how I gave the tree stump a voice and made it react like a human? I used personification when I did that. I think it’s time for you to give personification a try. Take out your stories and, for the next 60 seconds, I want you to look for inanimate objects in your stories where you might use personification to excite and engage your reader.”

Right away, Pablo and his partner open their journals and search for inanimate objects in their stories. Miguel found two and can’t wait to share. Another bell goes off and the teacher asks if anyone needs more time. She tells them to use one finger for a little more time, two for a lot, or just raise their whole hand if they are ready. Everyone is ready.

A bell the goes off. “Ok, you and your partner will use the *Kagan Rally Robin* structure to share all of your ideas. Don’t forget, you share one idea and then your partner shares one until you don’t have any more ideas left or the timer goes off. If you finish before the timer, please use the rest of the time to ask your partner probing questions.

She spins the partner button and says, “Partner A begins.”

The class is suddenly abuzz with conversation and sharing. Miguel and his partner share all their ideas, but the bell hasn’t gone off. Miguel says to his partner, “I really like your idea of using personification with your family car! What do you think your car might say or do to make it seem like a person?” The partners are deep in conversation when the buzzer goes off, and they look up at Ms. Huff. Ms. Huff had been going from pair to pair during the time, and says, “I really love how so many of you found great places to use personification in your writing!” She goes on to share a few examples that she heard.

“Please turn to your partners and thank them for sharing their thoughts and ideas with you.” Once this lesson concludes, Ms. Huff says, “So remember, authors, great writers can use personification in their stories to engage the reader and make their writing exciting and interesting. How many of you will try to use personification in your stories today?” Hands fly up. It has been 12 minutes since the lesson began, and the class is ready for to get to work.

“Let’s go back to our desks and work on your stories. I’m going to set the timer for 30 minutes today. You are really building up you writer’s stamina, and I’m so proud of all of your efforts.”

While the students work on their stories, Ms. Huff calls a small group to work with her. She had read the writing journals over the weekend and noticed a small group was still struggling with keeping a narrative focused. She has a small lesson to help them along. Later, she calls Miguel up for a one-on-one conference and works with him on breaking his story into paragraphs by using good transitional sentences at the end and beginning of each paragraph to keep the reader focused and the narrative sharp, but soon the five-minute transition bell rings.

It is time to end Writers Workshop and move on to Readers Workshop. The students have been working for an extended time and Ms. Huff gathers the class for a quick community builder. She picks a Kagan strategy that gets the kids moving a bit, as they have been sitting and reading for 30 minutes straight. After the two-minute activity, she tells them it is time for Readers Workshop to begin.

Ms. Huff doesn't spend a lot of time at the front of the class. She is usually walking around or working with small groups or one to one with a student, but she always starts workshop at her teaching station for a mini lesson. She tells the class to grab the book they are reading and come to the carpet. Miguel loves Readers Workshop. It is just like Writers Workshop, but he gets lots of time to read his new favorite book. The last unit was on non-fiction, but they are working on fiction to go along with their unit on narrative writing. Ms. Huff teaches a mini lesson about inference and uses lots of examples from her own book. Soon, the class has practiced, and they get to read. While the class reads their books silently, Miguel is asked to join the T.A. at her teaching station. She says that she thinks he has made so much progress and that he might need to re-think his current level. She has him read a passage from the Fountas and Pinnell leveled reading inventory and then another. He is so excited to learn that he has jumped three levels from Q to T. The T.A. points out that he is almost at a high school reading level asks him if he would like to pick out a T level book. He does, but he wants to finish the book he is reading. She quickly replies, "Oh, of course, I can never leave a book when I love it. Sometimes, I'm even sad when I finish it, because I love the characters so much. Has that ever happened to you?" "Oh yes, after reading the last Harry Potter book, I was so sad that I wanted to start from the first book all over again!" Miguel goes to the leveled library to pick a book, but he is excited to go onto his Chrome book and see all the other T level books he might choose from, too.

Again the bell rings sooner than Miguel could imagine. He loves the block schedule and is always surprised that two hours can fly by that fast.

Recess/Nutrition

The T.A. walks the class out to the yard. Miguel is excited because he has been playing soccer with his friends, but no sooner do they start than his friend says something mean and they start to argue. Soon, a crowd is starting to gather, but quickly Coach G is there and gently asks Miguel and the other boy to come over to the Way of Council bench. He reminds them about their peace pledge and asks them to use the Peace Talk Protocol. When they are ready, they can go back and play. Miguel and his partner look up at the plaque. Coach G helps them to read it together:

Sit face to face

Share: This is what happened, this is what I wanted to happen, this is how I can make things better

Speak and listen from the heart

Use a talking piece

The boys go through the protocol, and within a few minutes are laughing. There is still time to play soccer, and they race off together. Soon the bell rings and Miguel heads off with his friends to math.

Math

Miguel knows the routines of Math class like the back of his hand. Upon being greeted by his teacher Mrs. Yu, he joins the other students at his assigned table, as they all retrieve their assigned Chrome books and log in to Google classroom. There he finds his Math Goals Tracker form. On this form he reviews the work he accomplished during the last class. He reminds himself that he was in the middle of practicing translating the information included in word problems into an appropriate equation that Ms. Sotero had taught him and his group at the teacher's table.

Pablo understands that he still needs to practice this skill today, because on Monday he did not reach his goal: I will select the best equation to solve a problem, based on the information contained in the word problem in at least 4 out of 5 tries. Shaking his head, Miguel remembers how he struggled on Monday. He reassures himself by recalling what Ms. Sotero said to him then, when she saw his scrunched up face. "Remember, Miguel, what I always say. Fail early and fail often. As long as you keep your Growth Mindset, you will get better. Don't give up on yourself. I'm here when you need my help." Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

"What's your daily goal, Pablo?" asks Abigail, his elbow partner.

"I'm still going to practice word problems," he responds. He glances at Abigail's tracker and sees that she has a completely different goal. Abigail will be using Khan Academy for independent practice on inequalities. Miguel practiced his inequalities last week, and feels the pride that comes from accomplishing a goal one sets for oneself. He submits his daily goal tracker online, and opens the application Edulastic and finds the Word Problem practice that Mrs. Yu has uploaded.

Just as he is about to begin, Ms. Sotero calls the class to attention. "By now, you all should have submitted your daily goals...Anahi, it looks like I still don't have yours." Miguel notices Anahi quickly hit a button on her keyboard. Soon after Ms. Sotero says, "Ahh, there we go. Thank you Anahi, my friend."

"I noticed on Monday that a few of you still had some questions about how to pick the proper equation for word problems. So today I will start by meeting with you at the Teacher's Table. So can I see Eduardo, Miguel, Daniella, Hector and Estrella up here with me. In the second rotation I would like to see Angel, Ashley, Raymond, and Sissi at the teacher's table, and we will review ratios, okay? Raise your hand if you would like to begin with Independent Practice." Miguel sees the hands of seven classmates go up in the air. "Great. You all start the rotation at the back tables. Who is ready for an assessment?" Only two hands go up. "Okay, Jesse and Maribel, do you know what standards you are assessing?" They nod in the affirmative. "Okay, all the assessments are already in Edulastic listed by standards. Take your time. I suppose the rest of you are looking to begin with peer study partners?" Many head nods. "Ok then, get to it."

The classroom explodes with movement as students pack and stack their belongings and move to the appropriate table. The students in the back at the independent practice table pop earbuds in and begin intently watching the Kahn Academy videos their teacher had linked to their accounts. Other students paired off, and began to hold quiet "six inch voice" conversations

about their Math assignments. Jesse and Maribel transitioned to the assessment corner. Miguel was impressed as he looked at Jesse, who had an eager and determined look on his face. Miguel could remember a time where Jesse hated Math class, and would spend most of his time misbehaving or checking his cell phone. However, ever since joining Ms. Sotero's class, with her way of teaching Jesse has changed completely. It seems to Miguel that Jesse actually enjoys Math class.

Miguel knows why. In the past, the entire class had to sit quietly while the teacher would speed through practice problems on the board, assign the same practice problems for homework, and give the same exam to everyone on Friday. Now, in Ms. Sotero's class, students are given the choice to work on the things that they want and need to work on. No longer is the Math lesson one-size-fits-all. Ms. Sotero meets every day with small groups of students and teaches them the standards they still have to Master. Miguel finds it much more exciting and fun because every day, he knows he is learning exactly what he needs to know, and he is ready to learn it, and eager to demonstrate when he masters a new idea.

Ms. Sotero's lesson reminds him of lessons he has learned all through elementary school, except now he only learns what HE needs to learn and he learns it small groups. Ms. Sotero is easily able to understand exactly what confuses him, and provides him with instruction that is best for him. He loves it. The quiet energy in the room shows!

Lunch

Pablo loves his classroom, but maybe not as much as lunch. The cafeteria always has such great food, and he is proud that his school serves a "homemade" meal every day that is healthy and good! After they eat, they all go to the auditorium and play. There are no problems today, and that is good, because the last few days some kids in his class were pretty harsh to each other and one girl even cried. Miguel's advisory teacher said they were going to have a council about some of the events this week. Miguel thought that was a good idea too. Too soon, the bell rings, and it is time for his science class.

Science and Technology

Miguel never thought about being a scientist before, but Mr. Proano makes learning so exciting that he now thinks he will study science in college. Today is really special, too, because his mom is a special science helper. She does this every Tuesday, which helps the teacher with all the set up needed for the Project Lead The Way units. Miguel can tell how much his teacher likes his mom, and this makes him love his teacher even more.

Miguel's class is learning about the effects that Muscular Dystrophy can have on a person's life. They started the unit learning about a girl with the disease and then spent time learning all about it. One of the things they learned is that the disease can affect fine motor skills and even how a person walks because of the damage to the muscles. The little girl they learned about was affected in that way and walks on the balls of her feet. The teacher has tasked them with designing a boot that can help her rehabilitate her muscles and train her to walk normally again.

Miguel and his team introduce the design problem when faced with the challenge of her rehabilitation. Even though the girl they are working for is fictional, Miguel remembers how his teacher showed them real life examples when they went on a field trip to Children's Hospital and got to talk to real doctors and researchers. Mr. Baily always reminds the class that one of Vista's main global outcomes is for students to take action in the world with their learning. Miguel loves that the project might actually help someone with this problem.

They start the period by presenting their ideas and Miguel thinks his team's drawings and ideas were some of the best solutions in the class, but he also likes a lot of the other ideas. Soon, they build their prototypes and test them. The tests are fun, but Miguel has to think really hard as his teacher pushes his team to consider failure points of data to identify aspects of the design solution that can be improved. He knows this part of science is important, and he wants to help his team, because next week they are going to present their solutions and suggestions for improvement to their classmates and then to their sister school classmates via Skype at the American School in Guatemala City. Their sister school friends told them that one of their classmates uses crutches because of the disease and that makes their designs have even more relevance and meaning. Miguel hopes that their solutions can help their friends in Guatemala. Even though presenting is hard, Miguel likes getting feedback, because, as a global citizen, he knows that understanding different perspectives is important. He also loves science because it helps him design real solutions for real- world problems.

Advisory

Miguel can't believe the day is almost over and that they are already at their advisory class. When Miguel gets to the class, the furniture has been rearranged. The desks are against the wall, and the chairs are in a circle. In the middle of the circle is the council table. It is covered in a beautiful tablecloth. It is the one his mother brought back from Guatemala. Miguel beams with pride that his teacher loved her gift. The low table is covered with a few flowers in a vase, the dedication bowl, and talking pieces the class has brought in to share.

Everyone sits quietly in the circle, and Ms. Najera asks if anyone would like to make a dedication. A few students make dedications by walking up and dropping a stone into the bowl; as they do, they dedicate the Council to their moms. Miguel is a little nervous, but remembers how much he misses his family dog that recently passed. He quietly walks up, drops a stone into the dedication bowl, and says, "I dedicate this to my dog that died this year." As Miguel walks back to his seat, the students and Ms. Mackie raise their hands and wiggle their fingers in silent support.

Ms. Najera reminds them that in Council they are to speak from the heart, listen from the heart, be spontaneous and not worry about how good their story might be, and to be lean so everyone in the circle can say what is in their heart.

Ms. Najera starts by talking about what happened this week during lunch and recess breaks. She says that being mean to each other is sometimes bullying or can lead to bullying if we don't think about how our actions can affect others.

She then tells the class about a time when she was bullied when she was in middle school and how it made her feel. After her framing story, she says to the circle, "So today, fellow global citizens, tell the circle a story of a time when you were bullied and how it made you feel. But, maybe, if you are feeling brave, you can tell a story of a time when you treated someone else not very nicely or bullied someone and how that made you feel."

For the next 30 minutes the talking piece is passed. Miguel remembers what happened at recess and shares that story. Some kids are brave and tell how about when they were a bully, and how it made them feel bad inside. Council winds down with a witness round, in which students can witness something that touched them during the circle and then a closing. Sometimes Councils are fun, but today it was serious. Miguel decides he is going to try really hard not to be a bully, as he realized that his classmates feel the same thing he does when he gets bullied. The Council is over and Ms. Mackie has the class help put the furniture back and

ready for the next day.

End of the day

Miguel can't believe how fast the day went. It seems like he was just eating breakfast. In fact, he thinks he might have been in FLOW today. His teacher always tells him that FLOW is the best part of learning and that you know you are in flow when you are thinking hard, having fun, and forget about everything else except what you are doing. Miguel is sure he was in FLOW today during Writers Workshop and science. He tells Ms. Mackie that he was in FLOW a lot today and thanks her for being his favorite teacher ever. Ms. Mackie thanks Miguel for taking his learning so seriously and thanks his mom for her help. She asks his mom if she is able to use the Learning Management System and lets her know there will be another parent-training coming up soon.

Normally, Miguel would go to the after-school program, but since his mom volunteers on Monday's she takes him home with her. As Miguel walks across the parking lot with his mom, he takes one last look at the murals of the Condor and the Eagle and reflects on how his day was all about bringing the heart and the mind together to make the world a better place for himself, his family, and even his friends in Guatemala. He is, once again, beaming with pride to be a Vista Heritage student.

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.

Measurable Goals of the Educational Program

Please see Element 1, Section 10, *The Requirements Of California Education Code* § 47605(B)(5)(A)(ii).

Measurable Pupil Outcomes: Summative Assessment Performance Targets Aligned to State Priorities

Please see Element 1, Section 10, *The Requirements Of California Education Code* § 47605(B)(5)(A)(ii).

Measure for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Vista MS implements a comprehensive assessment system to measure progress toward our performance expectations for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. Vista MS uses the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Common Formative Assessments Rubrics and Performance-Based Tasks	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	6-8	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against PEP goals	6-8	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	6-8	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8	Once a year
California Science Test (CAST)	State Assessment in Science	8	Once a year
California Alternative Assessment (CAA) (If/When Applicable)	Alternative assessment in ELA, Math and Science	6-8	Once a year
CAASPP Interim Assessments	Determine standards mastery in ELA and Math	6-8	Interim comprehensive administered at beginning and middle of year. The Interim Blocks used 4 times per year at end of instructional units
Interim benchmark assessments	Summative ELA and Math assessment of mastery	6-8	Once per semester
Fountas & Pinnell	Reading Assessment	6-8	Beginning, middle and end of year

Assessment	Purpose	Grade	Administration Timeline
Ready Math	Math Assessment	6-8	Quarterly, and end of unit
ELPAC	Measure English language acquisition	6-8	Upon enrollment and once annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	7	Once a year
School-designed rubrics/report cards re: habits of learning and behavior	Assessment of learning habits and psycho/social development/behaviors	6-8	Each quarter

Data Analysis and Reporting

Vista MS's teachers and administrators analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis also includes attendance rates and comparative data, as appropriate. School leaders and staff use this data analysis to address challenges and areas of improvement. All results are reported to the Board and school community to ensure transparency and accountability.

Access to information and transparency are key for all VCPS and Vista MS. Vista MS has access to a comprehensive Student Information System (SIS) Power School, to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home. Recognizing that not all families have internet access at home, Vista MS also sends regular paper communication home to families, make phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Superintendent, in collaboration with the District Data Coordinator and all school staff, will be responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at Vista MS are engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers analyze data both individually, and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data helps to inform teachers about student performance and to identify areas of focused instruction and potential intervention for individual students and entire classes.

Grade-level teams meet regularly to discuss data with each other as well. Student achievement data is disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

Vista MS compiles the necessary data to create a SARC at the end of each school year. State

law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Grading, Progress Reporting And Promotion/Retention

Vista MS commits strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education. Dialogue with the teacher and Principal are ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of continuously improving his/her performance.

Portfolio Assessments & Student-Led Conferences

In addition to subject-area specific assessments and state-mandated tests, Vista MS uses Portfolio Assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments require students to compile a variety of work products in various subjects throughout the year. The portfolio work products represent a sample of students' accomplishments, academic progress, interests, and reflections. In addition to content, portfolio assessments allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency. They also allow a teacher to understand the student's growth over time versus their performance on a given day.

Starting in 2019-20, Vista MS will use an online student portfolio for organizing and archiving student achievements from sixth – eighth grade. At the end of eighth grade, students participate in the Eighth Grade Portfolio Defense and choose work samples from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led parent/teacher/student conferences take place twice a year at the end of each semester, and portfolios are the basis for discussion in each child's conference. Before each conference, students compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction allows preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

Report Cards

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. Vista MS report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the Vista MS Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards contain numerical scores (1 to 4, aligned with LAUSD's grade scale) based on key measurable outcomes:

Academic Achievement Scores 6-8

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

- 4= Exceeds grade-level standards
- 3= Meets grade-level standards
- 2= Progressing toward meeting grade-level standards
- 1= Minimal progress toward grade-level standards
- N/A = Not assessed in current reporting period
- × = Assessed during reporting period.

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

Vista MS meets with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

Retention

Despite various interventions and extra supports, if students are still far below grade level, another possible intervention is retention. Parents are an integral part of the decision making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of March. Although parents are informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4 – GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(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.¹¹⁷

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the

¹¹⁷The 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.

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.

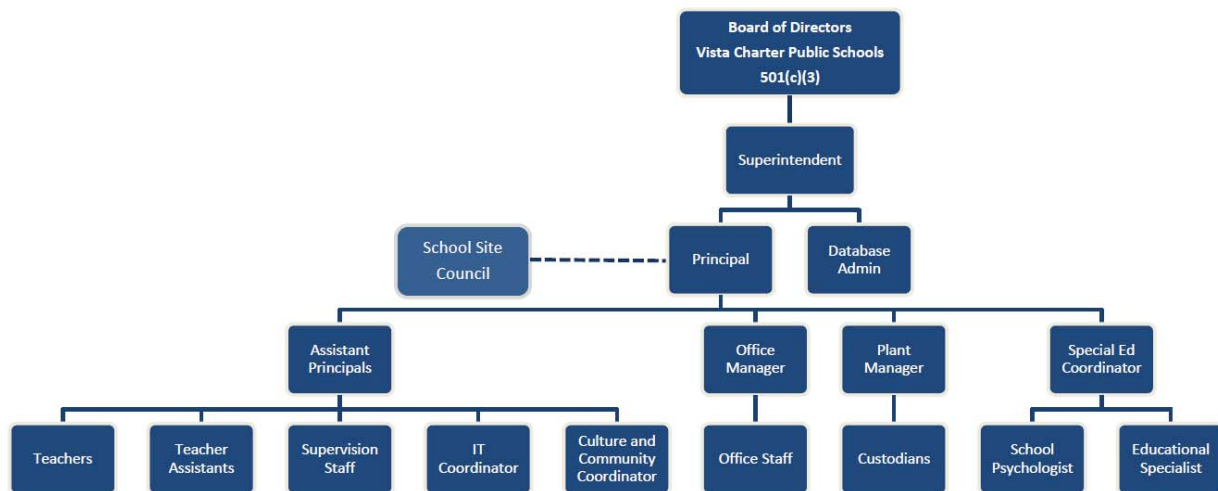
Governance Structure

Vista MS is a directly-funded independent Charter School and operated by Vista MS Public Schools, Inc. (VCPS or the Corporation) a California non-profit public benefit corporation, pursuant to California law.

Vista MS operates autonomously from LAUSD with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Vista MS.

Vista MS is governed by the VCPS Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors (“Board”) is fully responsible for the operation and fiscal affairs of Vista MS including, but not limited to, the following:

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over \$25,000. The Superintendent approves invoices and purchases for \$25,000 or less.
- Approve and monitor the implementation of general policies of Vista MS.
- Approve and monitor Vista MS’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of Vista MS and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to

generally accepted accounting practices. An Audit Committee may be convened for this purpose.

- Regularly review progress of both student and staff performance. Develop, review, or revise Vista MS's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop VCPS Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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

The VCPS Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Superintendent and Principal.

The Superintendent reports to the Board and is specifically responsible for:

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach
- Evaluate school site Principals
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over \$25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy
- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage programs, procedures, and policies for school site implementation in alignment with organizational mission

- Build and manage a growing team of staff and school leaders

The Principal's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School's performance and operations.

The Principal reports to the Superintendent and is responsible for:

- Implementing, motivating, leading and mentoring teachers to better instructional practices and increase content expertise, performance and rigor or lesson implementation
- Providing teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plans and facilitating weekly professional development/staff meetings
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling
- Collaborating with the Assistant Principal and Committee Chairs to use appropriate data to establish rigorous and concrete goals in the context of student achievement and instructional programs.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth
- Working to build and maintain a strong, positive, results-oriented school culture
- Developing a plan that fosters the relationships and ensure all stakeholders are addressed based on the clear vision of the desired culture for the school
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.

Full job descriptions and Qualifications for each position are included in Element 5, below.

Governing Board Composition and Member Selection

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote VCPS and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

The VCPS Board consists of 5-9 directors, each serving a two-year term; terms are staggered in alternating years. In addition, the District reserves the right to appoint a single representative to the VCPS Board of Directors pursuant to Education Code section 47604(b). No employees of VCPS will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the VCPS Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of

directors. All directors, except for the representative appointed by the District, shall be designated by the existing VCPS Board of Directors.

VCPS Board of Directors

Board Member	Position	Professional Expertise
Jose Rubio	Board President	Elementary education and administration
Judy Molodow	Secretary, Treasurer	Special education
Michele Bauer-Bean	Member	Elementary Education and Lawyer
Paul Vieyra	Member	Real estate, commercial banking
Mimi Kim	Member	Entrepreneur, Finance

Directors shall be selected at an annual meeting of the VCPS Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates no later than seven days prior to the Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the directors has been removed from office. Additional information on the VCPS Board of Directors Selection is found in the VCPS Bylaws.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote VCPS, and a dedication to the VCPS educational goals. Board directors must also bring a desired strength to the Board, which the VCPS Board of Directors may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

Governance Procedures and Operations

Board meetings shall be held using real-time video, 2-way access communication at each of the VCPS charter school sites to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at all VCPS Charter School sites to see, hear and speak to each other.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board sets its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the Charter School's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar. As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting.
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not

limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

The agenda is posted at least 72 hours prior to any regular board meeting at Vista MS and each VCPS school site (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's web site.

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all Vista MS employees. Hard copies of the agenda and meeting materials are made available at the meeting location.
2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in VCPS's Bylaws and is in compliance with the Brown Act.

Board Decision Making Process

A majority of the VCPS board directors in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. VCPS will comply with California Ed Code 47604.1 effective 1/1/20: "(4) (C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website." Board directors may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, directors of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another. Teleconference participation shall comply with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

Board Professional Development

Board directors receive training during the Board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard
- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

Stakeholder Involvement

Vista MS believes that parent involvement translates into increased student achievement. Vista MS encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice are essential and are ensured in the following ways:

School Site Council

The School Site Council (SSC) is composed of a minimum of 6 members as follows:

- 2 Classroom teachers and/or school staff
- 1 Charter School administrator
- 3 Parents or community members

Vista MS's SSC assists in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The SSC participates in developing recommendations for Charter School policies and share in efforts to engage the support of the community. The SSC makes recommendations about issues related to the Charter School and participate in reviewing parental and community concerns, especially as it relates to categorical funding as described in the SPSA. The Principal is responsible for submitting the minutes of each School Site Council meeting to the VCPS Board. All SSC members, along with all employees and community members, are encouraged to attend and voice their desires and opinions at the VCPS Board of Directors meetings.

School Site Council teacher representatives are selected by the teaching staff on an annual basis. The classified representative and the parent representatives are selected on an annual basis by vote of their respective peers.

School Site Council meetings are scheduled in advance for the entire year, and are held monthly.

Each year, the Site Administrator also engages parents, teachers and staff in formulating the Charter School's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web based applications like PowerSchool. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at VHGA when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings

School-parent meetings are held regularly while the Charter School is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We have monthly standing Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents are advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents are encouraged to serve on the School Site Council. Parents are consulted and advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

Vista MS provides parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops are designed to assist parents in the educational development of their children. The Principal, teachers, and staff maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

- Charter 101
- English as a Second Language
- Monitoring the Use of the Internet by your Child
- Child Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

Surveys

An annual parent survey is sent home and collected to inform the development of Vista MS programs for the Local Control Accountability Plan and to obtain a sense of parent and student satisfaction. The results of this survey are made available to all Vista MS stakeholders including: parents, Vista MS staff, the School Site Council, and the VCPS Board of Directors.

Volunteer Opportunities

Parents are provided many opportunities for volunteering at Vista MS, though they are informed in the Parent/Student Handbook and enrollment forms that volunteering is not mandatory and not a condition of admission or continued enrollment. Parents may provide service to the school in areas that enhance the educational development of their children. Service opportunities include but are not limited to assistance in classrooms, tutoring, supervision, clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents determine the type of service they contribute to Vista MS based on their particular interests, strengths, and availability.

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

Employee Positions and Qualifications

Staffing Plan

Vista MS employs the following staff:

Principal
Assistant Principal
Teachers
Teachers Assistants
Educational Specialist and School Title IX Coordinator
Culture & Community Coordinator
School Psychologist
Dance Instructor
Technology Coordinator
Office Clerk (2)
Custodial (2)
Supervision (6)

Charter School-site staff are further supported and overseen by the VCPS Superintendent and Database Administrator, and other home office staff, along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter School. The Superintendent fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

Leadership and Human Resources

- Recruit, hire, prepare and support school leaders
- Develop and maintain a cohesive culture which reflects VCPS's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and Charter School finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for Vista MS
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage Charter School programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and Charter School leadership

Qualifications:

- Master's or other advanced degree required;
- Administrative Credential required
- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of stakeholders.
- Experience in leading an organization through strategic planning

- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

Database Administrator (Classified)

The Database Administrator reports to the Superintendent. The Database Administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the VCPS' data and informational systems. The Database Administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Database Administrator fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicate with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with Charter School administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with Charter School administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with Charter School office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the Charter School to ensure compliance with state attendance regulations.
- Manage student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) to achieve optimal use of student data and maintaining data integrity.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with Charter School administration to ensure proper and efficient system usage and system changes.
- Works with Charter School IT staff on system integrity and maintenance functions to ensure student data security and access.

- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

The IT Coordinator is responsible for supervising school site IT coordinators and school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by Charter School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at VCPS charter school sites and VCPSt office
- Work with community partners to create VCPS charter school site collaborations and partnerships
- Assist VCPS charter school site employees in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in VCPS website updates
- Assist with strategic planning relating to IT needs

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial
- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)

The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal fosters a collaborative

and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, VCPS board directors and community partners.

Responsibilities:

Staff Leadership & Development

The Principal implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal provides teachers professional and instructional support. The Principal:

- Reviews instructional documents
- Observes and provide feedback for classroom observations
- Designs and review professional growth plan goals
- Facilitates weekly professional development/staff meetings.

Academic Rigor

The Principal:

- Develops and implements a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develops and implement a plan to address students who are struggling.
- Collaborates with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provides individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the Vista MS school climate and culture.
- Develops a plan based on the vision of the desired culture of Vista MS that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the Vista MS culture.
- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal (Certificated)

The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal helps foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, VCPS board directors and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- Work to build and maintain a strong, positive, results- oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend Charter School functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the Rtl process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.
- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
 - General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating

classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Educational Specialist

The Educational Specialist reports to the Principal and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist aides in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SPED program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SPED timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students

- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
 - Preparing for all student and staff meetings related to student services or professional development
 - Student Service minutes, change of services, change of placement, ESY, etc.
 - Student assessment for annual, triannual, or other student assessment designated by the IEP team
 - All SPED timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Qualifications:

- Candidate must possess a current California credential in Special Education appropriate to program needs
- Solid knowledge of State and Federal guidelines for Special Education
- Bachelor's degree; Master's degree is preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
- Bilingual in Spanish preferred

Teacher's Aide (TA)

The Teacher's Aide reports to the Principal and is responsible for assisting in the development and performance of the classes they assist in. The TA foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, VCPS board of directors and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of Charter School's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards

- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Qualifications:

- Meet ESSA requirements
- Prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Dance Instructor

The dance instructor's primary responsibilities and qualifications are listed below. The dance instructor is responsible for the development and performance of the dance program at Vista Charter Middle School. The dance instructor will foster a collaborative and stimulating environment for a diverse group of students.

Responsibilities:

- Develops lesson plans according to the CA State Content Standards
- Fosters a safe and nurturing learning environment for students to learn and showcase their learning
- Organizes classroom systems and procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Develop after school dance/performing club/group
- Collaboration with community program(s) to develop and promote dance/performance group
- Establish site-based performance opportunities to showcase dance program
- Builds strong relationships with students and parents
- Collaborates with other staff to meet the needs of all students
- Supports with implementation of schoolwide behavior policy
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Participates in school events during, before and after school
- Attends and participates in school-based meetings and activities

Qualifications:

- Degree in Performing Arts or Professional Dance Experience
- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite, Electronic Communication

Culture and Community Coordinator

The Culture and Community Coordinator's primary responsibility is to support the School Community through community outreach, parent engagement and school culture development.

Responsibilities:

School Culture is the foundation of academic and social success. The Culture and Community Coordinator will support with the development and management of:

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practice: Way of Council and Restorative Conferences
- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

A School Community cannot be successful in isolation. The Culture and Community Coordinator will ensure community outreach:

- Sports program development and participation
- Collaboration with community partners
- Alumni engagement and outreach

Establish meaningful communication between the school and the community to ensure academic achievement of all students through:

- Parent workshops
- Parent engagement
- School-to-Parent Communication
- Family Councils
- Active Recruitment

Qualifications:

- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite, Electronic Communication

Office Manager (Certificated)

The Office Manager reports to the Principal. The Office Manager's primary responsibility is the aide and support of all functions of the Charter School site with direction given by the Principal. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist parents, students, and visitors to the Charter School in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed Charter School assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with Principal and teachers regarding any projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

- High School Diploma
- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must be proficient in operating a copy machine and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have demonstrated proficiency with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Clerk (Classified)

The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is to assist and support of all functions of the Charter School Office Manager in conjunction with the needs and directions given by the Principal. The Office Clerk is passionate about the mission and commitments of Charter School and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, VCPS board directors and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the Charter School in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Assist with proper documentation and accuracy of attendance
- Fax and make copies
- Assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files.
- Organize cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

- High school diploma required; BA/BS degree preferred
- Prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Plant Manager (Classified)

The Plant Manager reports to the Principal. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, VCPS board directors and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.

- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Principal, Assistant Principal and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - Laws, rules and regulations related to assigned activities.
 - District operations policies, procedures and objectives
 - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

The custodian reports to the Plant Manager and/or Principal. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of Charter School facilities.
- Assist Plant Manager with all Charter School scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with Principal and Plant Manager to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the Charter School
- Must understand and follow practices, policies and procedures regarding:
 - Laws, rules and regulations related to assigned activities.
 - LAUSD operations policies, procedures and objectives
 - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

The Supervision Aide reports to the Principal or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on the Charter School campus. The Supervision Aide fosters a collaborative and stimulating school environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, VCPS board of directors and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to Principal/Assistant Principal.
- Collaborate with Charter School staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school
- Maintain constant movement and active supervision throughout campus
- Communicate to Charter School Principal regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, Powerschool Logs).
- Provide supervision personnel in inclement weather as assigned by Principal.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist Charter School Principal and Assistant Principal in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Qualifications:

- Prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in

consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

In accordance with California Department of Justice requirements, the Superintendent serves as Vista MS's Custodian of Records.

Student Health and Wellness

Vista MS is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, including at least 400 minutes every 10 days of Physical Education. Vista MS participates in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program and provides each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. Food and beverages served at the Charter School meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The Charter School provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Finally, The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

School Safety Plan

The Charter School shall adopt a School Safety Plan that meets the requirements outlined in A.B. 1747 applicable to public charter schools, to be reviewed and updated by March 1 of every year with input from non "classified" employees of the charter school, fire department, and other first responders as appropriate, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration

Vista MS makes every effort to recruit students of various racial and ethnic groups in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of LAUSD. In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. Vista MS is committed to serving all students. We therefore recruit an ethnically and academically diverse population from the area immediately surrounding the CharterSchool. Additionally, we recruit students and families through outreach efforts with local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure. These organizations are encouraged to refer families to Vista MS via flyers and phone conversations with local community-based organizations. All community recruitment outreach is conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather referrals of potential at-risk students who are not yet enrolled in Vista MS or one of VCPS’ other schools. We offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school

year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at Vista MS or other VCPS schools. In addition, we conduct targeted outreach in the community with organizations such as the following:

El Centro del Pueblo
Koreatown Youth Community Center
Bresee Foundation
LOUD Music Program
Partnerships Uplifting Communities
Childrens Institute Inc.
Heart of Los Angeles
Courageous Hearts Youth Services, Inc.
Angels Flight Center
Hollywood Homeless Youth Partnership
National Foster Youth Institute
First Place for Youth
Chinatown Teen Post
YMCA of Metropolitan Los Angeles
YMCA Wilshire
Weingart-East Los Angeles YMCA
Bellevue Recreation Center
Shatto Recreation Center and Park
Parks and Recreation Department

Vista MS notifies parents and students in the community about the option of enrolling in Vista MS through the following methods:

1. Information handouts provided to businesses frequented by local community members. The flyers will include the Vista MS enrollment period and lottery information (location, date, time).
2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Spanish and English distributed to local elementary and middle schools. The flyers will include enrollment period and lottery information (location, date, time).
4. Vista MS's web site contains current information about the Charter School. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

Vista MS maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. Vista MS also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	Vista MS	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local elementary and middle schools	Local elementary and middle schools, foster and homeless youth organizations.	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith- based organizations • Local Businesses including laundromats, health clinics, shops, restaurants 	January, February, March: Review posted available dates and provide flyers, information and presence.
Residents within the zip code surrounding the Charter School location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information and presence.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

Vista MS admits all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There are no admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the school are requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The principal works to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

Student Recruitment

As detailed in Element 7, Vista MS, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, does the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Distribute flyers in Spanish and English to the local elementary and middle schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).
- Ensure potential students and families understand there are no qualifications required for admission to Vista MS and encourage all students to apply.

Lottery Preferences and Procedures

Vista MS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. Vista MS admits all pupils who wish to attend Vista MS to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms are accepted during a publicly advertised open enrollment period. An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on our web site under "Enroll" in English and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice is posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January), encouraging people to attend (time is weekday evening to maximize attendance; the location is at the Charter School site). If the lottery cannot reasonably be held at the Vista MS site (or Vista Horizon), it is held in a large community center, church, auditorium, or any public venue capable of seating all applicants.

comfortably. Parents are notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in order to secure enrollment for a student. Vista MS includes details on the school website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Students who are currently enrolled are exempted from the lottery. Charter School offers the following enrollment priority in the lottery:

1. Residents of LAUSD
2. Siblings of admitted¹¹⁸ students, to help families and build community at the site
3. Children of teachers and staff (up to a cap of 10% of enrollment) to benefit our hard-working teachers and staff.
4. Pupils who are currently enrolled in the public elementary school and to pupils who reside in that elementary school's attendance area where the Charter School site is physically located in which 55 percent or more of the pupil enrollment is eligible for free or reduced-price meals (for purposes of the Charter School Facility Grant Program)

No other exemptions or preferences shall be given.

The lottery is conducted by a non-interested member of the Charter School staff who draws the pupil names and verifies lottery procedures are fairly executed. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on the Charter School campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the Charter School database and on his or her lottery application.

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. In the event that no such wait list exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. Once the drawing is at Charter School's capacity, applications continue to be drawn for position on a wait list. Students who are not granted admission for that school year remains on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

¹¹⁸ The Charter School defines an "admitted" student as any student who is enrolled in the school at the time of the lottery. The word admitted specifically would include a situation where a student was enrolled via the lottery and had a twin sibling; the twin sibling would therefore be admitted or enrolled subject to this preference. The same would be true for a student admitted to a grade level in one grade level served by the Charter School but who had a sibling in another grade level served by the Charter School; that sibling would likewise be admitted or enrolled subject to this preference.

Enrollment Process

Within two weeks of the lottery, families are notified by the Principal by e-mail and mail of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year are required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School holds a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Student Enrollment Form
- Proof of Immunizations
- Home Language Survey
- Emergency Medical Information Form

The waiting list includes contact information of the families not admitted through the lottery. If a position opens during the course of the year, the Vista MS Office Manager contacts the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they have 72 hours to confirm enrollment via phone call or email, and submit an enrollment packet by mail or email to the Office Manager. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results are kept on file in the Vista MS administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year an independent auditor conducts an audit of the financial affairs of Vista MS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The VCPS Board of Directors appoints an Audit Committee by January 1 of each year consisting of at least two VCPS Board members.
- The Audit Committee may not include any Vista MS staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.

- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor. The Audit Committee will review the auditor's findings in an open meeting and will identify and prioritize responses to all the findings. The Committee will then task the appropriate individual, depending upon the nature of the finding, with providing a written response to the Committee that addresses how the finding will be corrected, either in policy or procedure or both. If policy or procedure updates are required, the person responsible for addressing the finding will provide a written update for presentation to the Committee, which will be responsible for making any final recommendation for updates to the Board of Directors. All findings shall be satisfactorily addressed within sixty (60) calendar days of receiving the findings. If the Audit Committee needs additional information regarding the finding, the Chair shall communicate with the auditor to request additional clarification.
- The VCPS Superintendent is ultimately responsible for ensuring that the Audit Committee appropriately responds to all findings and that all findings are satisfactorily resolved. The Superintendent shall make a report to the Board of Directors regarding the Audit Committee's responses to any findings within ninety (90) calendar days of receiving the findings.
- The VCPS Board of Directors reviews and approves the audit no later than December 15.
- The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

The audit committee reviews any audit exceptions or deficiencies and report recommendations on resolution to the VCPS Board of Directors. The VCPS Board of Directors reports to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (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.

School Climate And Student Discipline System

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). Vista MS cultivates a positive school environment that is characterized by mutual respect. Students are introduced to the school's expectations during the student orientation days, and they are also reviewed on the first day of school.

At Vista MS we believe that high, clearly defined, and consistent expectations support students' self-confidence and that their efforts lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). Vista MS takes a proactive school-wide approach to behavior management.

Vista MS's discipline policy combined with our GEAR Core Values (Grit, Empathy, Accountability and Respect) are practices aligned with the LAUSD District's Discipline Foundation Policy, requiring every school within VCPS to adopt and implement a school-wide positive behavior support discipline plan. Under the VCPS policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

Vista MS's School-wide Discipline Plan

Shift into GEAR

Philosophical Foundation

- We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.

- **The Tipping Point:** “the moment when something small, or even obscure, changes into something big.” (Malcolm Gladwell)

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Restorative Justice Practices and Way of Council

Vista MS is committed to a holistic approach to student discipline and development. First and foremost we apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

Right Tickets

Tickets rewarded for doing what is examples of GEAR/modeling GEAR. Students are going above and beyond to encompass the Six Pillars of Character.

- Students earn Right Tickets for the following positive behaviors:
 - Grit: persevering on difficult assignments, assessing their own learning and identifying next steps
 - Empathy: being a good friend, helping others, being kind
 - Accountability: task completion
 - Respect: being respectful of self, others and our school community

Examples of positive praise that could earn a Right Ticket:

“I noticed...

- that you did all of your homework this week.”
- that your materials are organized.”
- that you motivated your neighbor to participate in the group project.”
- that you raised your hand more this week.”

Class Dojo is used to track positive behavior.

- Students earn 1 Right Ticket an identified act or behavior.
- This is logged digitally in Class Dojo and the parent is notified immediately

Right Ticket Events

Students with high percentages of Right Tickets on Class Dojo (70% or above) get to participate in Right Ticket Events. These are fun student and staff events that promote our Core Values. Examples of Right Ticket Events include Staff vs. Student Water Balloon Toss, Ice Cream Sundae Party, Movie and Popcorn Party.

Interventions

- Verbal/written reprimand
- Community beautification (classroom or yard)
- Time-out activity (sent outside room or to another teacher)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
 - Example: You can either choose to be quiet and work with the class or work outside on your own
- Students who do not have the qualifying amount for Right Ticket Events spend the time reflecting through Way of Council.

These interventions are meant to provide a tiered behavior intervention plan, with the charter school retaining flexibility to implement those tiers that would provide the most behavioral support and guidance depending on the nature of the infraction. These policies are distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Alternatives to Suspension:
- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- Way of Council
- Harm Circle- restorative

Should the previous interventions not be successful, suspension or expulsion may occur.

- In-school suspension
- Suspension
- Expulsion

Vista MS monitors student behavior in a variety of means such as such as classroom observations, data gathered using the system presented in this petition, analysis of suspension and expulsion data, and Power School.

Vista MS is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline.

Jurisdiction

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to Charter School activity or Charter School attendance that occurs at any time including, but not limited to:

- While on Charter School grounds.
- While going to or coming from school.
- While using Charter School-owned computers and servers.
- During the lunch period whether on or off the Charter School campus.
- During, or while going to or coming from, a Charter School-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. A certificated/credentialed staff member supervises the student during the in-school suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the student's teachers address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. Parents/guardians are notified of the in-school suspension in writing by the Principal or his/her designee in the parent/guardian's native language. The notice contains the reason for the in-school suspension, as well as the length of time for the in-school suspension. The maximum number of days of in-school suspension per incident in one academic year is 6, and the maximum number of consecutive days is 3. In-school suspensions would always be subject to an administrative decision by the Principal or his/her designee regarding the severity and nature of the underlying offense. In the case of a student who causes or attempts to cause hate violence, engages in harassment or threats or intimidation against students or staff, or who makes terrorist threats against school officials or school property, the administration would review the facts to determine if in school suspension would pose a threat to the safety of students, staff and visitors to the school. In many situations, in school suspension may not be an appropriate disciplinary option if a credible threat to school safety exists or where mandatory suspension or expulsion is required.

Grounds For In-School Suspension, Out-Of-School Suspension And Expulsion

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Enumerated Offenses

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

1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
2. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
5. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
6. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
7. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.
15. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of:
 - a. Race/color/national origin
 - b. Disability
 - c. Other factor

- d. Against school district personnel.
- 16. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- 17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Recommend for Expulsion Offenses

The Principal or Designee, usually the Assistant Principal, must recommend the expulsion of a pupil for any of the following acts, unless the Principal or Designee determines that expulsion is inappropriate or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
4. Robbery or extortion.
5. Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

Immediate Suspension and Mandatory Recommendation for Expulsion Offenses **Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus**

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

The Principal or Designee shall recommend the expulsion of a pupil for any of the following acts committed within the jurisdiction of the Charter School, as that jurisdiction is defined herein, unless the Principal or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
 - (iii) Robbery or extortion
 - (iv) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any Charter School employee

The Principal shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at the Charter School or at a Charter School activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated Charter School employee, which is concurred in by the Principal or the Designee of the Principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

Out-Of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

Suspension Procedures

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures. The Principal, Assistant Principal, and Superintendent are authorized to suspend students. The procedures for investigating incidents and collecting evidence shall be fair and thorough.

Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited

to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

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

A parent or guardian may appeal a decision to suspend to the Superintendent within 10 days of the effective date of suspension. The Charter School shall provide forms to appeal a suspension to parents/guardians in the Charter School's student handbook, as well as the Charter School's website.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference is scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Students with disabilities who are suspended shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Ed. Code Section 47605(J)

The Charter School will adhere to the requirements of Ed. Code section 47605(J), which states that:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons,

both of the following:

- (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights
- (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Expulsion Procedures

Recommendations for Expulsion

Students are recommended for expulsion if the Superintendent finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

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

The Superintendent has the authorization to recommend to expel a student.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether or not the student should be expelled. The hearing is held within 30 days from the date of the recommended expulsion, after the Superintendent determines that an act subject to expulsion has occurred. The hearing is presided over by an Administrative Panel appointed by the Board, consisting of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Vista Charter Public School's governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events is prepared by the Superintendent to summarize the evidence adduced at the hearing.

These procedures provide a meaningful opportunity to be heard and afford students appropriate due process protections and rights, including providing notice in the student's or parent's native language and that reasonable accommodations will be made available to the student and parents and that students will have the opportunity to share their side of the story.

The Superintendent or Principal prepares a written notice of the hearing, which is emailed and mailed, within 48 hours of the request for the hearing, and it is forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice includes:

- The date and place of the hearing

- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The right to present and cross-examine witnesses and evidence
- The availability of reasonable accommodations and/or language support
- The opportunity for the student to be represented by counsel

The decision of the Administrative Panel is final and shall be in the form of written findings of fact and a determination regarding the expulsion. The process for appeal is detailed in the section below. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel 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 determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

The Administrative Panel's 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 Administrative Panel or Governing Board on appeal 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Administrative Panel to expel, the Superintendent or Principal shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) 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.
3. Reinstatement eligibility review date
4. Notice of any appeal rights and procedures
5. The type of educational placement during the period of expulsion and/or information about alternative placement options

The Superintendent or Principal shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the District as required by any operative DRL. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Suspension Appeals

A suspension may be appealed using a form provided by the Charter School within ten (10) days of the effective date of suspension. The Superintendent shall consider the appeal and any evidence submitted by the student in support of the appeal. The Superintendent can elect but is not required to hold a hearing when considering a request to appeal a suspension but shall produce a written decision within thirty (30) days of the date the appeal is submitted.

The Superintendent shall apply the same standard of review as is required for expulsion appeals.

Expulsion Appeal

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion. The student is provided this information in an appropriate notice.

Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. The Charter School shall provide the pupil with the transcripts, supporting documents, and records within 10 schooldays following the pupil's written request. The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- (1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- (2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

Standard of Review

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- (1) Whether the administrative panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the administrative panel.

(3) Whether there was a prejudicial abuse of discretion in the hearing.

(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding “without or in excess of jurisdiction” includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an “abuse of discretion” is established in any of the following situations:

(1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.

B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:

A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the

pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

Superintendent shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

Reinstatement and Readmission

The readmission process includes a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the VCPS Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The VCPS Board of Directors makes the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. Vista MS is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

The rehabilitation plan includes improved behavior, attendance and academic performance.

Criteria for the rehabilitation plan includes the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. Vista MS shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification requests the parent to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. VCPS Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, Vista MS shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the VCPS Board of Directors, the Board revisits at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The Charter School shall help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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.

Vista MS makes participation in State Teachers’ Retirement System (STRS) available to teachers. Vista MS will make a 403b available to classified persons working at the school. Vista MS will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. The Charter School will continue participation in STRS for the duration of the Charter School’s existence under the CDS code.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers and Site Administrators (e.g., Principals and Assistant Principals).
2. Classified will receive a 403b option
3. Classified Staff, including the Superintendent, Office personnel will participate in Federal Social Security.

Responsible Staff Member

The Superintendent is responsible for ensuring that appropriate arrangements for the aforementioned coverage is made with approval of the VCPS Board of Directors.

CalSTRS

As noted in the District Required Language highlighted in grey, the Charter School will participate in CalPERS for its non-certificated employees and shall continue that participation for the duration of the Charter School’s existence under its CDS code.

STRS Reporting

Vista MS submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees accumulate service credit years in the same manner as all other members of STRS. The Superintendent shall be solely responsible for

ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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.

Vista MS communicates to all prospective and current parents and students that Vista MS is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed on the Lottery Application Form of their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Don Wilson, Superintendent
Vista MS Middle School
2900 West Temple Street
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile,

upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Don Wilson, Superintendent
Vista MS Middle School
2900 West Temple Street
Los Angeles, CA 90026

- 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 Vista MS Middle School

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.

In the event that the school closes, the VCPS Superintendent will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in

safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to

inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act).

Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does

not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for
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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 Vista MS Middle School

the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Charter Middle School (also referred to herein as “Vista MS,” 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
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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)

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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.¹¹⁹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School

¹¹⁹The 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.

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 Vista MS Middle School

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to

training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[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:

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety,

and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use

agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of

insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)