



VALOR ACADEMY ELEMENTARY SCHOOL

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

PETITION FOR CHARTER RENEWAL 2021-2026

RESPECTFULLY SUBMITTED TO THE LOS
ANGELES UNIFIED SCHOOL DISTRICT

TUESDAY, SEPTEMBER 15

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Assurances, Affirmations and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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. All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

1.1: General Information

The contact person for the Charter School is	Ms. May Oey
• The contact address for the Charter School is	600 S. La Fayette Park Place – Third Floor, Los Angeles, CA – 90057
The contact phone number for the Charter School is:	(818) 217-2733
The current address of the Charter School is <i>(Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)</i>	8755 Woodman Ave, Arleta, CA 91331
This location is in the LAUSD Board District	6
This location is in the LAUSD Local District	Northwest
The grade configuration of the Charter School is	TK – 4
The number of students in the first year will be	468
The grade level(s) of the students in the first year will be:	468
The Charter school's scheduled first day of instruction in 2021-2022	August 25, 2021
The enrollment capacity	468
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be	Traditional
The bell schedule for the Charter School will be	8:00 a.m. - 2:45 p.m. (TK/K/1) / 3:00 (2/3/4)
The term of this Charter for Middle and High performing schools	July 1, 2021-June 30, 2026
If approved, the term of this Charter for low performing schools	July 1, 2021-June 30, 2023

1.2: Community Need for Charter School

Valor Academy Elementary School (VAES) is an elementary school serving the communities of the San Fernando Valley, specifically Arleta, North Hills and Panorama City, and is part of the Bright Star Schools charter school network.

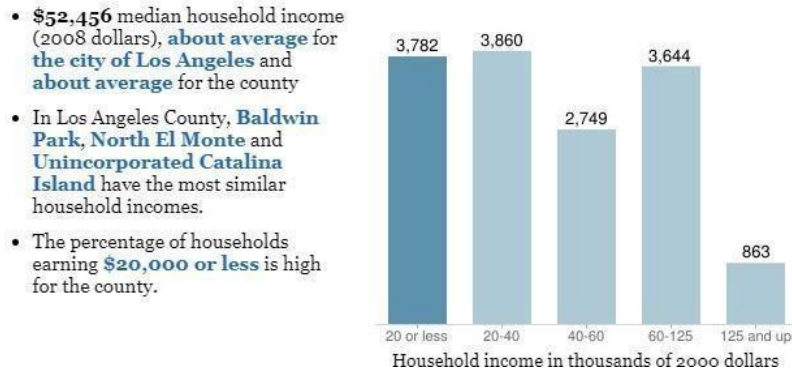
San Fernando Valley is a rapidly urbanizing community which welcomes a range of socio-economic, racial and immigrant diversity. While the community is rich in diversity, this also brings a set of challenges for community members. This is true for the neighborhoods of Arleta, North Hills and Panorama City, the predominant neighborhoods are students reside

The chart below¹ is reflective of the 2000 Census data as reported in the *Los Angeles Times* and as indicates the average income in North Hills is \$52,468 with 69.7% of households in their community earning less than \$60,000 annually. In addition, 55.0% of North Hills residents are foreign-born and only 17.8% of residents older than age

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

25 have received higher education. The *Los Angeles Times* also cites that “the percentage of residents 25 and older in North Hills with less than a high school diploma is high for the county.” See chart below for additional neighborhood statistics.

CHART 1.1: NORTH HILLS’ SOCIO-ECONOMIC BACKGROUND
Income



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

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

1. To create a small school community with a focus on college prep and character education to address the unique challenges in the local community.
2. To create a successful and contiguous TK -12 programmatic option for students and families in this community

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

VAES has initiated various initiatives in supporting not only our students, but also our families because we believe our families play an integral part in realizing our school mission and vision. Together, with the support of all stakeholders, we will create transformative change and uplift our communities.

During VAES’ first year of operation, we prioritized supporting families and students by having full-time school counselors to support students and families. The administration and counselor team held workshops in academic and family support such as Parenting Partners, academic tutoring, family finance and healthy workshops and outside regional training. As our campus grew with each additional grade level added, we increased the amount of counselors to ensure that that we have 1:200 ratios. In addition, we increased administrative support. Our Assistant Principal of Instruction not only provides guidance to our teachers and students during the school day but holds parent workshops to educate families on critical academic initiatives and assessments. Our Assistant Principal of Culture is specialized in the adoption of our emotional intelligence curriculum, and ultimately ensures students feel safe, welcomed and heard, with the support of our counselors.

Ensuring students feel safe, welcomed and heard is not an easy task, but at VAES, teaching the whole child is a critical component of our school's program. This is done by conducting various social-emotional learning (SEL) assessments and surveys with families to identify the needs and areas to grow. Currently, Kindergarten through fourth grade students participate in the SEL web survey. This assessment has allowed us to assess our students to further develop their social-emotional skills in four different categories: self-control, emotion recognition, social perspective taking, and social problem solving. We have been able to take this data and target the skills we want to focus on throughout the year. Our counselors and assistant principal have created lessons for every grade that are aimed at strengthening the appropriate skills for their age. These lessons are adopted from the RULER social emotional learning program. All staff have attended and will continue to attend professional development with RULER.

Additionally, families are surveyed twice a year to ensure that they feel welcomed and can share concerns they may have. These family surveys are conducted anonymously and have a return rate of 80%+ each year. More information on our parent engagement can be found in the following section *1.2c: Success of the Educational Program*.

All Bright Star schools will also support the foundational skill building of our students with outreach and education to families so that the support of students extends to the home environment, no matter what that looks like for each student. All Bright Star schools will work to develop the socio-emotional and coping skills to overcome the many life challenges they may face on their path to accessing higher education.

Academic and performance data can be found in the section "Successes and Challenges of the Educational Program."

1.2b: Innovative Features of the Educational Program

Bright Star schools have several innovative features incorporated throughout our programming, but there are three distinct programs that differentiate our approach from other local schools and charter networks in order to reach the whole child.

The following innovative features are incorporated at all Bright Star Schools (BSS) elementary schools, and already have demonstrated an impact on the educational program of VAES:

- The Connections Program and Family Services
- Restorative Justice Programs
-
- Social Emotional Learning (SEL) program for students, known as RULER
- Life Experience Lessons (LELs)

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

- Student Services
- Family Services
- Alumni Support

At VAES, this means we educate families at a young age on the importance of our four Bright Star core values (*Integridad, Ubuntu, Kohyang, and Growth*). Each class weaves the BSS values, as well as the VAES values (*Share and Care, Responsibility, Communicate Clearly, Seek to Understand, and Persevere*) in monthly lessons. These lessons focus on how students can exemplify our values in and outside the classroom.

Families are invited multiple times throughout the year to engage in conversations for short term and long term

planning. We begin with family nights centered around literacy at school and at home where students and parents sit together to learn about what strategies they can use at home. We also lead family workshops around understanding and analyzing student report cards, standardized assessments, and begin planning for college. The focus of these workshops is to make a clear connection between family engagement and student success in elementary school, middle school, high school, college, and in life.

In addition, The Connections Program provides every BSS student with individual guidance counseling, academic support, and social service referrals from their personal advocate, a fully PPS (Pupil Personnel Services) credentialed Counselor. The upcoming section *1.2c Success of the Educational Program* details the impact both the counselors and the family services have on our student population.

- 2. Restorative Justice Programs:** Bright Star attributes the decrease in suspensions and expulsions as an organization to an ongoing effort to implement other meaningful forms of correction and restorative practices on the campus. All Counselors and Deans have received extensive training in implementing restorative practices. All Students are exposed to and routinely participate in community building circles so that if or when restorative justice circles are utilized to repair harm students are familiar with the practice. This is particularly true for VAES. In an upcoming section (*1.2c Success of the Educational Program*), you'll notice a continuous decrease in suspensions with each school year.

VAES and Bright Star attribute this pattern to the increase and frequency of training on restorative practices are offered to staff members, especially teachers and counselors, through a variety of workshops on and off site. These trainings focus on the theory and practice of restorative justice in schools. When applicable, we utilize the services of Circle Ways to facilitate harm circles or restorative conferences with involved students, parents, staff and/or community members.

Other means of correction commonly used are:

- Opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- Lunch or after school intervention
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- Provision of any number of resources or referrals to community-based organizations offering youth programs or supports
- Opportunities for school-based counseling through our partnerships with Didi Hirsch Mental Health Services and the Phoenix House
- Push-in support services from campus support staff

- 3. RULER Program:** The RULER Program is the SEL curriculum which guides the proactive training our students receive. Our teachers lead weekly RULER lessons on Mondays, which are based on the RULER anchor tools, and counselors lead monthly lessons in classrooms as well. These lessons focus on equipping our students with strategies and vocabulary to support SEL development.

Students are trained to select a coping strategy that best fits their personalities like pausing, going to the calm corner, going to the mood meter, and/or seeking an adult for support. From there, students select an activity to calm themselves so they are able to talk about the situation, how it made them feel, and what they can do to fix the situation. The RULER lessons teach students the different emotions and that emotions are ok to have. What is emphasized is what we do when we feel these emotions, the action piece.

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

- **The RULER Program** Recognizing, Understanding, Labeling, Expressing, Regulating (RULER) is an approach to social emotional learning (SEL) that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society. Our counselors, administrators, and designated culture team have participated in professional development to implement RULER from the YALE Center of Emotional Intelligence. This program provides a structured way to create a positive, collaborative, and restorative class culture. Our teachers and students participate in weekly SEL lessons centered on building, maintaining, and restoring relationships on our campus.
- **Restorative Practices and Relationship-Based Culture:** We believe our students are successful when there is a strong connection between all stakeholders. Through a continuum of restorative practices that begin with community building activities such as daily morning meetings, gratitude circles and councils, we are able expose our students to the process of more formalized restorative practices such as restorative conferences. This ensures our teachers and students are able to connect and build a strong foundation of trust as they tackle their academic challenges.
- **Family Engagement:** Our families have multiple opportunities every month to engage in structured conversation and workshops with our administrators, counselors, and teachers. The topics range from social-emotional development to navigating standardized tests and analyzing reports.
- **Counselors:** Our full time counselors are dedicated to supporting 100% of our students through monthly lessons focused on our values, checking in with students one-on-one, and pulling small groups for targeted social skills.
- **Focus on Bullying Prevention:** We offer an annual specific workshop on identifying potential bullying, and acting appropriately in order to ensure the safety, health, and happiness of our students and stakeholders.
- **Culture Walks:** Administrators continually monitor the health of the school culture to ensure expectations are being met by teachers and students. This practice allows for the school leadership team to observe and support students and teachers effectively.
- **Culturally Relevant Student Activities:** We engage students in informative and joyful events that also support strong decision making. Some of these events include: student recognition programs, whole-school assemblies, field days, and celebrations of important events (Women’s History Month, Hispanic Heritage Month, and our “Be Kind” campaign).

The following section (Success of the Educational Program) contains more data points on the positive impact restorative practice and positive school culture has had on our students.

3. **Life Experience Lessons (LEL):** Life Experience Lessons (LELs) have been a hallmark of Bright Star’s program since the original founding in 2002. We believe students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom. Each year, a majority of VAES students participate in day trips, or elementary LELs. These trips are mostly paid for by Bright Star Schools. Parents are asked for a small donation as a way to ensure commitment, but it is important to note that no eligible child is ever turned away for not contributing to the donation.

CHART: RECENT AND UPCOMING LELS

	2019-2020	2018-2019	2017-2018	2017-2016

TK	Unable to attend due to COVID-19	On Campus Trip- Animal Farm/ Petting Zoo Los Angeles Fire Department LAPD	On Campus Trip- Animal Farm/ Petting Zoo Los Angeles Fire Department LAPD Family Community Helpers	On Campus Trips Los Angeles Fire Department LAPD Family Community Helpers Off Campus Trips:
K	Natural History Museum	California Science Center Discovery Cube	Kidspace Discovery Cube Natural History Museum	Natural History Museum California Science Center
1st	LA Zoo	UCLA Planetarium LA Zoo	UCLA Planetarium Knotts Berry Farms	First Grade was not established at this time
2nd	LaBrea Tar Pits	LaBrea Tar Pits Descanso Gardens	Natural History Museum California Science Center Eco Station	Second Grade was not established at this time
3rd	Knotts Berry Farm	LaBrea Tar Pits Torrance Courthouse and Police Department	Third grade was not established at this time.	
4th	Knotts Berry Farm	Fourth Grade was not established at this time.		

Successes and Challenges of VAES's Educational Program

The following paragraphs will detail the school's strengths and areas for growth with a focus on the school's academic outcomes. The school has only one year of data and is therefore in the middle track according to the State's new renewal criteria as it does not have two years' worth of data on the California Dashboard.

1.2c: Areas of Strength

Traditionally, academic pedagogies believed the most important way to have a positive impact on students was simply to have a good teacher in front of students in a classroom². However, that belief has evolved to incorporate three additional considerations that most directly influence a student's success³. Those considerations are:

- Socio-economic status
- Strong curriculum
- Teacher quality

² Bertolini, K., A. Stremmel, and J. Thorngren. "Student Achievement Factors." College of Education and Human Sciences, South Dakota State University, 2012. pp. 1–2. <https://files.eric.ed.gov/fulltext/ED568687.pdf>

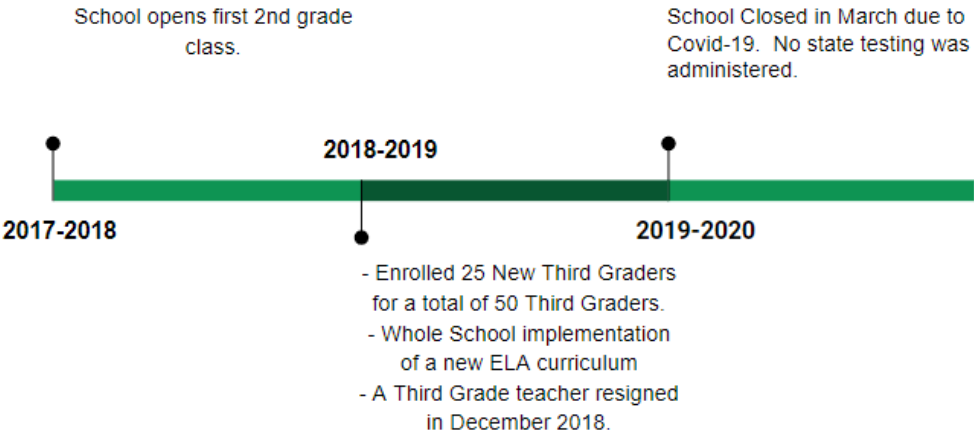
³ "Teachers Matter: Understanding Teachers' Impact on Student Achievement." RAND Corporation, 2012. https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html

As most of our families are at a socio-economic disadvantage, this shift in thinking is especially impactful at Bright Star Schools, and a large part of our program is dedicated to providing as many academic, social-emotional, and/or equity supports & resources for our students and our families to mitigate the effects of the disadvantage.

As mentioned throughout this petition, Bright Star understands the importance and value of working alongside our families in order to maximize student success to its fullest and sees families as partners in their students' progress. In the following section, you will read how this partnership and understanding has led to a strong school culture, both with students and with staff. Our hope is that our efforts will ultimately lead to stronger impacts on academic success, all of which are reflected in the upcoming paragraphs regarding 4th grade growth, success of restorative practices, family engagement, and staff culture.

Strength #1: Fourth Grade Cohort

The Story of our 2019-2020 Fourth Grade Cohort



Our fourth grade cohort is illustrative of the story of VAES; it is a story of growth. Throughout this section, we will identify and analyze both our strengths and weaknesses and will support both with data. In reading our self assessment, use this story of our fourth grade cohort as a reminder that when we fail to meet our intended goals for our students, we use data monitoring, differentiation strategies and pivot nimbly to ensure that we are making consistent and ambitious progress in academic achievement. We will continue to meet all challenges in this manner because it is the promise we've made to our students and to our families.

During the first year of operation, VAES elected to start with four Kindergarten classes and to add one grade level each following year, until the school reached full enrollment with a fourth grade. During the second year of operation (2017-2018), the parent community strongly voiced a need and desire for a second grade class. Many of the younger students who were already enrolled at VAES had older siblings, and their parents wanted their older children to attend VAES because they were pleased with the education that their younger child was receiving. As a result, VAES added a second grade class and went from having four Kindergarten classes in the first year to having four Kindergarten classes, four first grade classes, and one second grade class in the second year.

The students who made up this second grade class came from different schools in the surrounding area. Based on the administration of the Developmental Reading Assessment (DRA), 87% of the second grade students entered our school reading at a first grade level. 43% of the students were reading at a reading level equivalent to the beginning of first grade. Despite these initial gaps, this cohort of students showed strong gains by the time they reached the 4th grade. We attribute these gains to administration of assessments, strong data analysis, and implementation of interventions. Outlined below are the two separate assessments that this cohort of students took during the 2019-20 school year. Both of these assessments (ICA and NWEA) paint a picture of increased student achievement from 2nd to 4th grade.

Interim Comprehensive Assessment (ICA):

To monitor the progress of this cohort in the 2018-2019 school year, we had students take the Interim Comprehensive Assessment in the spring. ICAs were selected as valid measures of student learning because they are released from Smarter Balanced Assessment Consortium and test the same content as CAASPP. ICA scores are reported on the same scale as summative CAASPP assessments, making growth comparisons between the two tests a fairly reliable measure. In early March of 2018-2019, our 3rd graders took the ICA in order to prepare for their first state standardized test in late May. See below results of the spring ICA scores.

March 2019--3rd Grade ICA scores		
	Math Proficiency	ELA Proficiency
% of Students who Met or Exceeded State Standards on ICA	18%	8%

Prior to taking the ICA, we knew this cohort of students had gaps in literacy and math, and after reviewing scores from the spring ICA administration, it solidified the need for continued intervention (such as after school classes that target specific foundational literacy and math skills and help prepare students to take the SBAC and intervention classes during enrichment classes and small groups) . Our team worked intensely with teachers and scheduled students into smaller intervention groups for teaching remedial skills. In May of 2018-2019 (after a few months of targeted interventions and support), this group of students took the CAASPP. The data table below shows the percent of students who met or exceeded the standards in math and ELA on the CAASPP:

May 2019-- 3rd Grade CAASPP Scores		
	Math Proficiency	ELA Proficiency
% of Students who Met or Exceeded State Standards on CAASPP	26% (+8% from ICA)	24% (+16% from ICA)

While we saw a large jump in proficiency from the ICA in March and the CAASPP in May (+8% growth in Math and +16% growth in ELA), we knew that the CAASPP proficiency for both content areas was much lower than surrounding schools, so we continued to monitor progress and provide interventions with additional assessments.

This same group of students took the ICA as 4th grade students in the 2019-20 school year. Below is a table that shows their growth on the ICA from the 2018-19 year to the 2019-20 year. This data reflects a growth in performance for the same cohort of students on the ICA in both Math and ELA.

Year over Year Performance on the Interim Comprehensive Assessment (ICA)		
	Math	ELA
2018-2019 - 3rd Grade	18%	8%
% of Students who Met or Exceeded State Standards on ICA		
2019-2020 - 4th Grade	41% (+23%)	31% (+23%)
% of Students who Met or Exceeded State Standards on ICA		

NWEA

While we are proud of the ICA data referenced above, we understand that it is not a norm-referenced assessment. However, NWEA is a norm referenced assessment that VAES students have taken for the past two years.

The charts below display the percentage of students who met their growth targets from spring of one school year to spring of the following year. When we zero in on the 2019-20 4th grade cohort (highlighted in yellow) we see that:

- An additional 61.66% of students in that cohort met their Math growth targets from the prior year
- An additional 52.3% of students in that cohort met their ELA growth targets from the prior year

This is deducted from the table below by taking the percentage of students who met their growth targets as 3rd grade students in 2018-2019 and calculating the difference in percentage of students who met their growth targets as 4th grade students in 2019-2020. Essentially, we are tracking the growth, or longitudinal data, for the same cohort of students over the course of two years.

% of Students who Met Growth Targets from Spring to Spring					
VAES NWEA Growth Spring 2018 - Spring 2019			VAES NWEA Growth Spring 2019 - Spring 2020		
Subgroup	Math	Reading	Subgroup	Math	Reading
1	42.9%	39.6%	1	63.5%	40.3%
2	41.3%	34.7%	2	40.5%	24.7%
3	15.8%	15.4%	3	15.8%	20.8%
ALL	25.9%	23.0%	4	77.4%	67.7%
IE	11.1%	14.8%	ALL	45.8%	34.2%
English Learners	25.2%	20.8%	IE	36.4%	41.7%

Socio-Economically Disadvantaged	29.3%	23.7%	English Learners	35.1%	55.6%
Asian	*	*	Socio-Economically Disadvantaged	35.3%	45.8%
White	15.4%	7.7%	Asian	50.0%	50.0%
Filipino	*	*	White	0.0%	42.9%
Black or African American	*	*	Filipino	33.3%	0.0%
Hispanic or Latino	27.3%	23.7%	Black or African American	20.0%	50.0%
			Hispanic or Latino	47.8%	34.0%

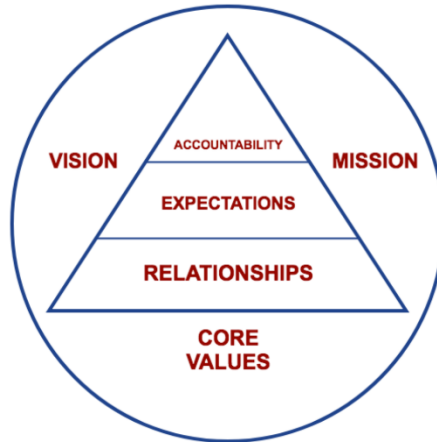
Furthermore, according to NWEA, on average 50% of students meet their growth targets. This information is derived from an online article from NWEA titled “What percentage of Students Meet their Growth Targets?”. The article is linked here. From spring 2019 to spring 2020, 77.4% of 4th grade students met their individualized growth targets in Math and 67.7% of students met their ELA targets. This is an indication that our 4th grade class grew a tremendous amount between spring of 2019 and spring of 2020.

Unfortunately, we do not have corroborating CAASPP scores for 2019-2020 to validate what we believe would have been significant growth from the 3rd grade CAASPP in 2018-2019 to 4th grade CAASPP in 2019-2020, due to the COVID-19 pandemic.

As we continue into the 2020-2021 school year, we will continue to administer the ICA and NWEA to have evidence of students’ progress throughout the year in order to identify areas of need and create intervention plans. You will find a more detailed discussion about specific next steps in the challenges section, under ELA and Math achievement.

Strength # 2: Success of Restorative Practices

At Bright Star Schools, we know that we are stronger together. We build Restorative Communities through our Restorative Practices Culture Framework:



At VAES, we actualize our vision, mission and core values by focusing on relationship building: between VAES staff members, between staff and students, between students and between staff and families. We believe that trusting relationships among all stakeholders creates an environment where feedback can be provided at all levels in order to move our program forward.

To build strong connections between members of our school community, VAES uses a socioemotional program known as RULER. RULER is a systemic approach to social-emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the daily habits of pre-K to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students.

RULER promotes the development of five key emotion skills, including Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (the “RULER” skills). Staff and students begin the day in “morning meeting” by sharing their specific mood on the mood meter. Counselors also push into these sessions for support; they also lead a couple of SEL lessons per month, per class. Morning meetings empower all members of the community to reflect on their current dispositions and to have empathy for those who are struggling. This is especially important for the development of recognizing and understanding emotions for our youngest scholars.

Because we uphold strong restorative practices, VAES has not had a single incident of suspension or expulsion for the duration of its charter (see data in charts below). When a student harms someone in the community, that student is able to repair the harm in an authentic way because we regularly engage in community building activities.

CHART: COMPARATIVE SUSPENSION RATES OVER THE LAST FIVE YEARS⁴

⁴ Source: California Department of Education

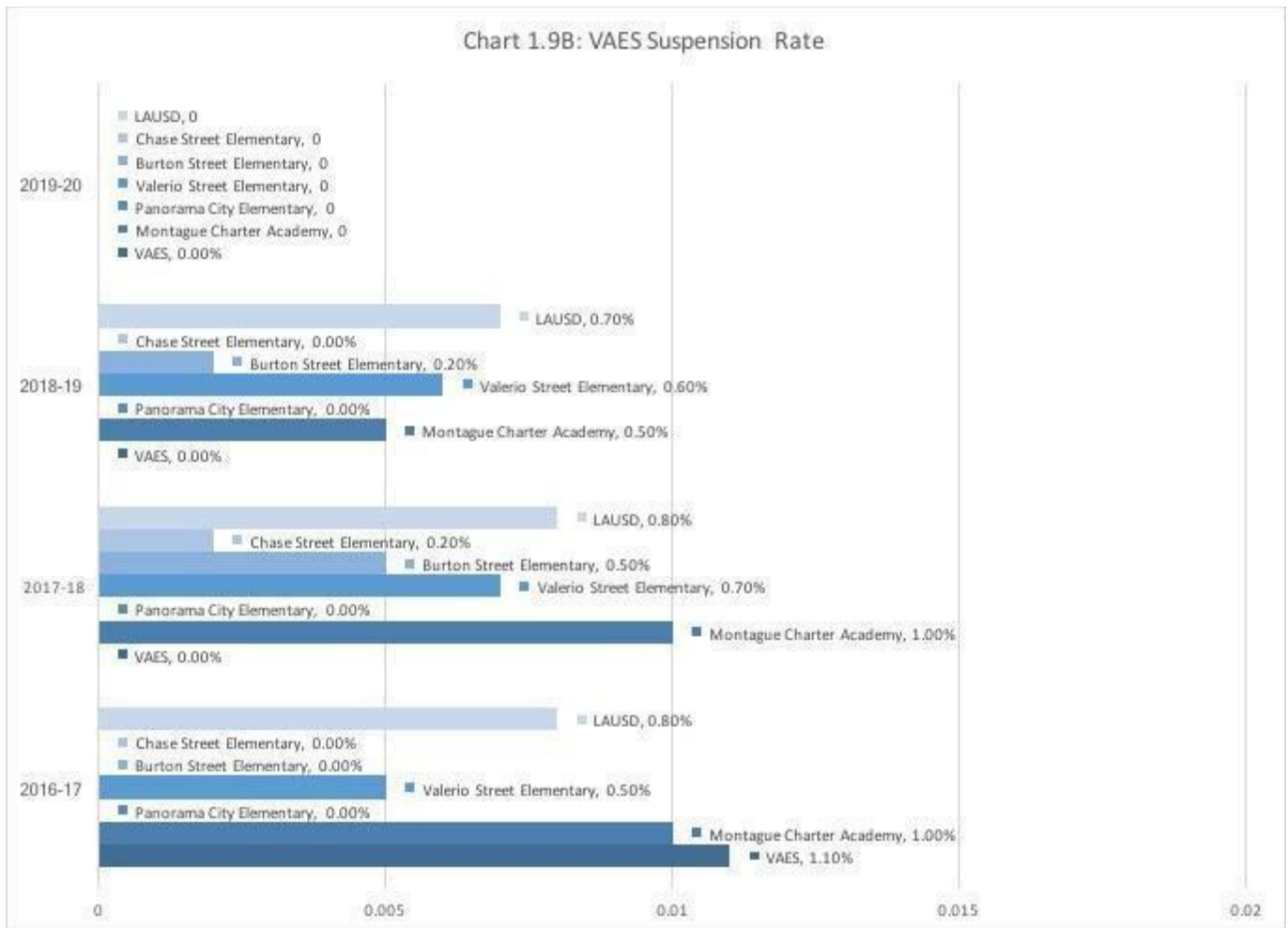
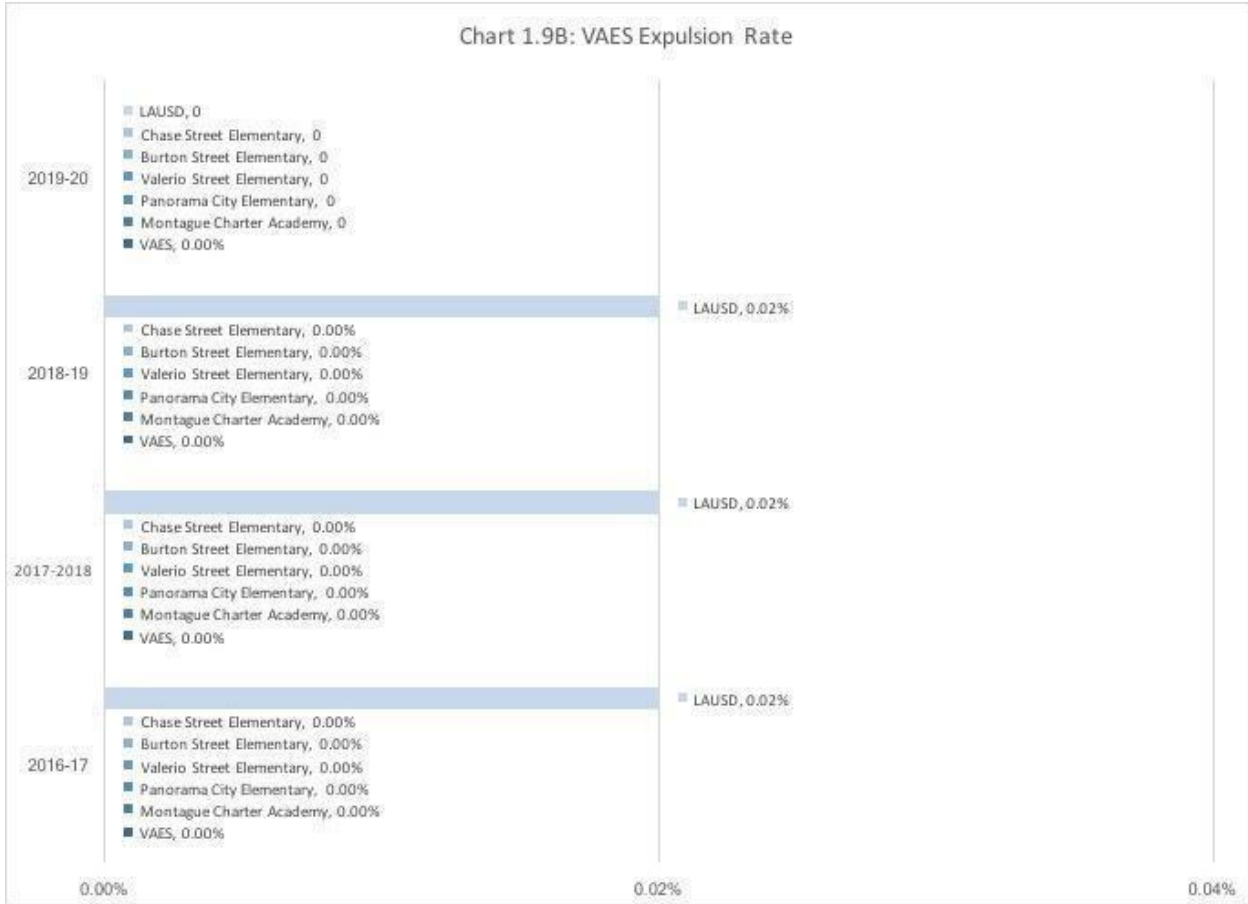


CHART: COMPARATIVE EXPULSION RATES OVER THE LAST FIVE YEARS



We continually seek to refine our program, and as such, an annual school climate survey is administered to students and families. We partner with Panorama Education to create, administer and compile survey results. Panorama Education provides reliable, third party feedback that can be compared to other schools across the country. VAES is able to use the comparison feature within Panorama Education to set yearly school culture goals. The data table below shows the percentage of students who agree or strongly agree with positive statements regarding relationships with their teachers, a strong school climate and a safe school environment. For the past two years that the survey has been administered there has been an increase in the number of positive responses in all three categories. We attribute these gains to: increased professional growth with the use of the RULER framework, the onboarding of additional instructional assistants, full time counselors, and an assistant principal of culture to increase the ratio of adults to students and creating specific culture goals based on the 2018-19 survey data.

Panorama Climate Survey		
	2018-19	2019-20
Student Teacher Relationships	75%	83%
School Climate	61%	76%

School Safety	44%	78%
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Another data point that highlights our effective Restorative Practices is the growth we have seen in student’s ability to recognize emotions and understand others. The SEL web Survey is an assessment that measures the development of social-emotional skills, which are essential for success in school and in life. Administering this survey allows us to support students in specific SEL domains. The data table below shows the increase in these key areas from the beginning of the 2019 school year to the spring of the 2020 school year.

SEL Web Survey Results						
K-3GR: Emotional Recognition, 4GR: Understanding Others						
Grade	Meets Expectations		Above Expectations		Total	
	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Fall 2019	Spring 2020
Kindergarten	51%	58%	24%	26%	75%	84%
First	68%	71%	14%	21%	82%	92%
Second	87%	95%	5%	0%	92%	95%
Third	91%	97%	0%	0%	91%	97%
Fourth	42%	72%	0%	6%	42%	60%
Total	68%	79%	9%	11%	77%	86%

Strength #3: Family Engagement

A major strength of VAES is our high family engagement, which is a result of deliberate intent because we believe that schools and families are partners in a student’s success.

To achieve this, we proactively create a Family Engagement Plan before the start of each school year. This plan is created by site administrators and our Outreach and Engagement team. This team selects key events and event dates, visually organizes this information in an easy to read format and publishes the entire plan to families before the start of the first event. Our Family Engagement Plans seek to strike a balance between events that promote bonding within the entire community, small group workshops for hands on skill building and individual meetings/conferences tailored to the needs of each family.

While this engagement is both felt and visually evident when visiting a school campus, there are also many data points to strongly substantiate the engagement. These data points include high remarks and participation in the parent satisfaction surveys, as well as the percent of parents who attend a school event. We also see it as our responsibility to assist our families in navigating their child’s educational program to be able to successfully advocate for their child and family. We value their trust in ensuring we provide quality education and supplementary services for their children.

Parent Satisfaction Surveys:

Our parent satisfaction data is highly positive, with 97% of our parents positively rating the school and overall education their children received in 2019-2020. The chart below lists the percentage of parents who agree or strongly agree with the statement: “I am satisfied with the overall education my child is receiving.” Please note,

while it appears there is a decline in the percentage of families who completed the survey, this correlates to the increase in student population as the school reached full enrollment.

Year	% of families who agree/strongly	% of families who completed survey
2016-2017	99%	97%
2017-2018	99%	82%
2018-2019	97%	73%
2019-2020	97%	78%

Families who Attend a School Event:

At the start of each event, families are greeted and directed towards a welcome table. The staff at the welcome table are able to check off which parents are present, provide event handouts and review any pertinent event logistics. This check in table is critical, as it allows VAES to keep records on the percentage of families who have attended at least one school event. For the past three years, over 90% of families have attended a school function. Please note, while it appears there is a decline in the percentages of families attending an event, this correlates to the increase in student population as the school reached full enrollment.

Year	% of families who attend a school event
2017-2018	100%
2018-2019	99%
2019-2020	92%

Percent of families who attend student conferences:

At VAES, conferences occur two times throughout the school year and they are student-led. This emphasizes the importance of the family-student-teacher relationship and provides the students with the opportunity to share the work they are most proud of and share their academic and social-emotional goals.

Year	% of families who attend a conference
2016-2017	100%
2017-2018	100%
2018-2019	100%
2019-2020	97%

Strength #4: Staff Culture

Valor Academy Elementary School believes it is imperative to build and maintain a strong staff culture not only because we value the people who impact and influence our students and families, but, more importantly, because in building a strong professional culture empowers leadership to push staff to become the best educator they can. Our staff upholds our vision of excellence for our school community and ensures our on the ground instructional practices and curriculum reflect our philosophy, mission and vision. We are proud to have data to support that we have a strong staff culture in three areas: voice in site meetings, effective Professional Development, and teacher retention data.

Teacher Retention at Valor Academy Elementary School

	2016-17	2017-18	2018-19	2019-2020
VAES Teacher Retention	100%	92%	94%	84%

- a. *Voice in Site Meetings*: All staff members, Teachers, Office Team, Counselors, Instructional Aides, and Administrators are viewed as critical pieces to a child’s development and part of their educational and social-emotional growth. Therefore, we elicit frequent feedback from stakeholders on a continuous basis and ensure that feedback is captured in the educational program. As a small school in years 1-3, administration was able to check in with our 6 staff members routinely to elicit casual feedback and clarify questions. As we grew from that staff of 6 to a staff of 50, we wanted to ensure we were still receiving that feedback and began administering staff culture surveys [27 times per year in the 2019-20 SY] to quickly determine staff needs and perceptions.

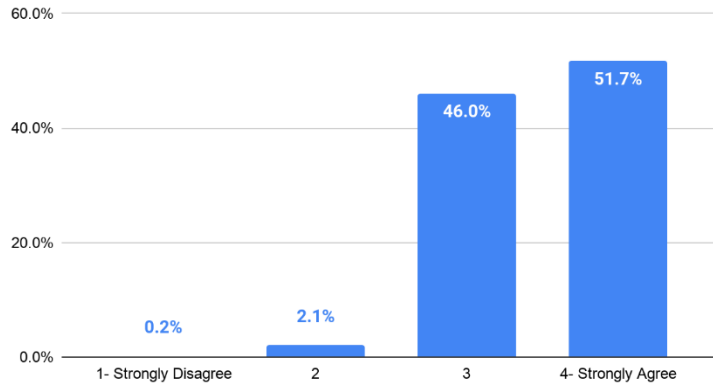
In 2019, VAES stakeholders (teachers, staff, and administration) determined a set of priorities that were important to each member:

- *We have a positive staff culture at VAES.*
- *School members are interdependent and value each other.*
- *I have positive relationships with members of our school community.*
- *We are making progress towards a cohesive TK-4 VAES team.*

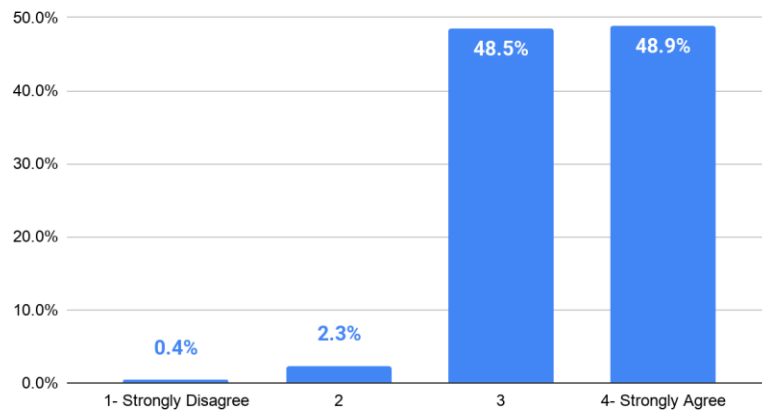
After each meeting, VAES stakeholders are surveyed on the priorities listed below. Administration reviews responses weekly with staff members to quickly implement feedback. In the 2019-2020 school year, the Staff Survey was administered 27 times with a total of 522 total responses.

Below you will see four charts with the results of the survey responses. You can see from the data that the overwhelming majority of teachers agree or strongly agree with the four priorities, contributing to a strong staff culture. For teachers who do not agree, there are sections on the survey for teachers to provide comments. Administrators analyze this data and bring back trends to staff meetings, where the team is brought into the fold. If a decision needs to be made, we engage in Fair Process.

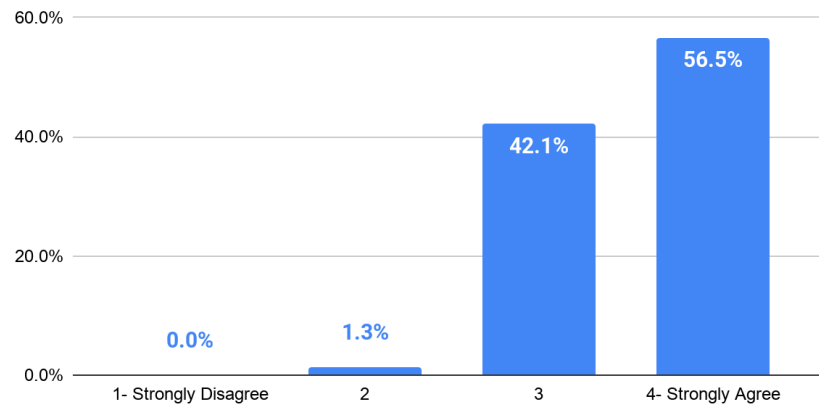
We have a positive staff culture at VAES.



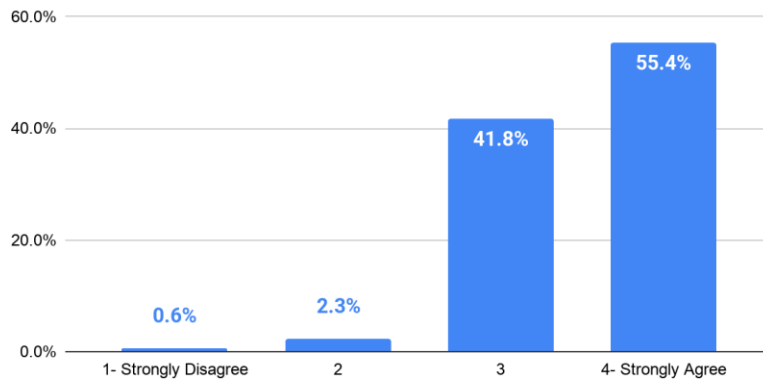
School members are interdependent and value each other.



I have positive relationships with members of our school community.



We are making progress towards a cohesive TK-4 VAES team.



- b. *Professional Development:* In addition to the site level professional development, VAES teachers also participate in the Bright Star Schools’ Elementary Cadre throughout the school year.

At Bright Star Schools, we prioritize Professional Development for staff at the beginning of the year and we embed teacher release days throughout the year to support our teams on an ongoing basis. Teachers are given a range of topics to prepare them for a strong start to the school year. Some of the sessions teachers engage in include: cadre sessions with other elementary teachers to explore curriculum, wellness sessions to develop strong physical and mental health and differentiated choice sessions for teachers to develop their personalized teaching goals.

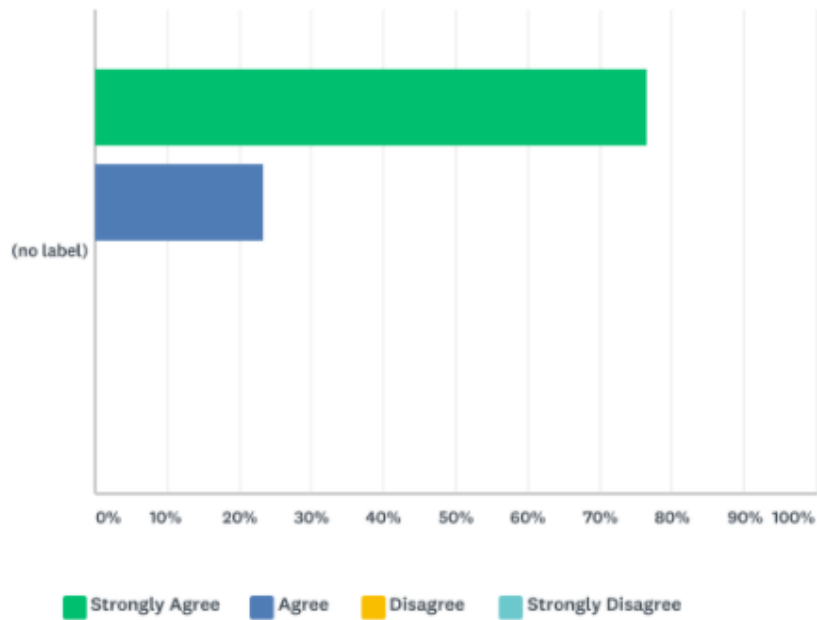
Once the data was collected, our team consisting of our Cadre Lead, Principal, and VP of Instruction to reflect and plan for the continuing professional development throughout the year. The information collected was shared and disseminated to the teachers so plans could be made in prepping for our campus Professional Development Scope and Sequence. An example of using data to drive initiative is our efforts to increase student engagement. By eliciting feedback from our teachers, we were able to provide additional resources and training around Kagen Structure, online platforms, and strategies to keep students engaged. This method of data collection from PDs allows for the leadership team to empower teachers to voice areas that they are concerned with and want to learn more about. The school team has identified additional areas that we would like to focus on moving forward: ELD Development and Supports, Closing the gap in students’ foundational skills, and Social Emotional Support while distant learning.

Below you will find our staff feedback survey from Beginning of the Year Professional Development. Some findings we found were:

- 100% of participants agree or strongly agree the Elementary Cadre’s core objectives were met in 2019 Beginning of the Year PD.
- 100% of participants agree or strongly agree the facilitator effectively facilitated participant thinking, reflection, and opportunities for discussion.

Q8 The purpose and core objectives for the cadre were met.

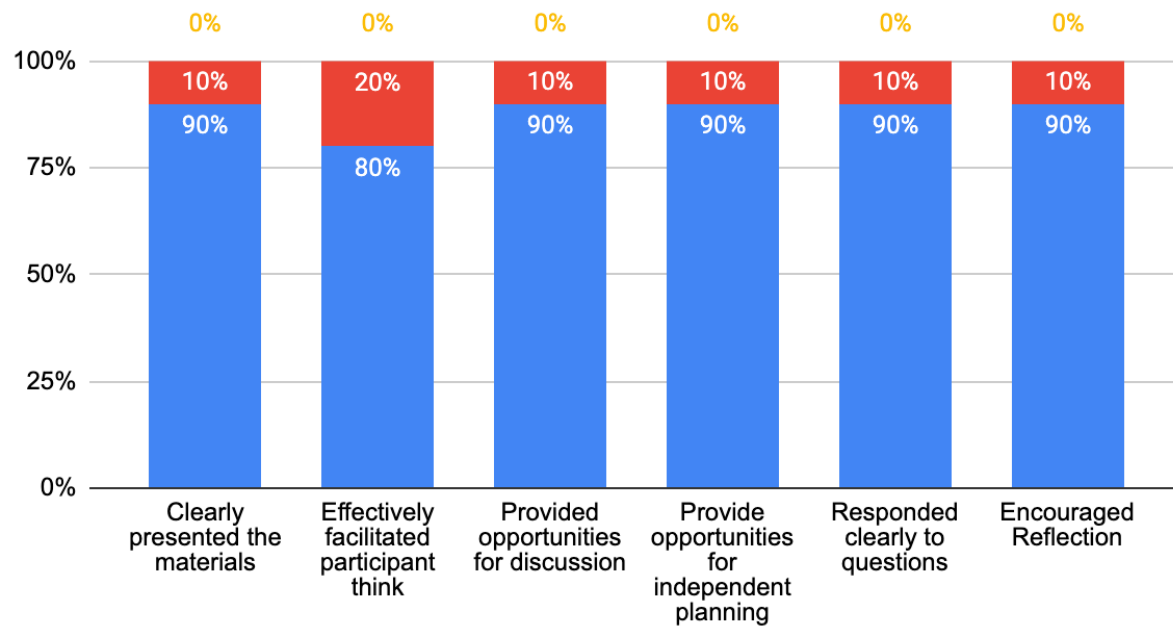
Answered: 17 Skipped: 0



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	76.47% 13	23.53% 4	0.00% 0	0.00% 0	17	1.24

Cadre PD Survey Result

Disagree Agree Strongly Agree



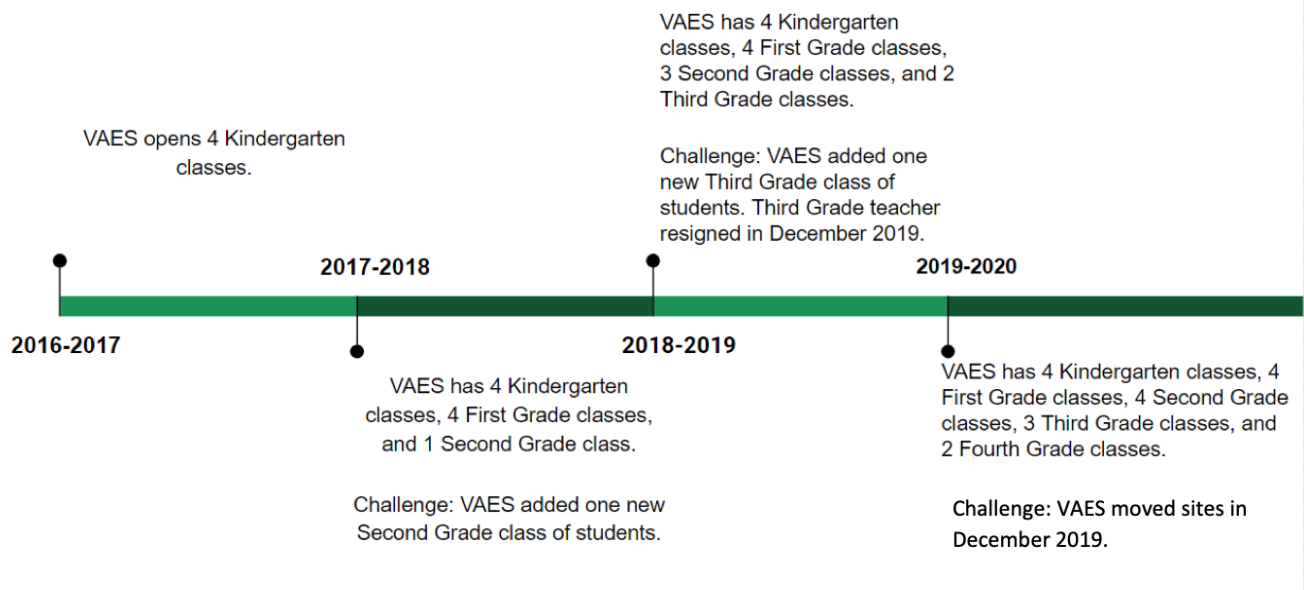
1.2d: Areas of Challenge

At VAES, we believe that a solid academic program is built upon a foundation of strong culture: student culture, staff culture and family culture. As highlighted in the program strengths, VAES has established a cohesive culture built on trust, authentic relationships and connection. The next frontier for VAES is to rapidly improve student achievement. We know that with our dedicated team, mission driven teachers, invested families and motivated students, we will be able to increase academic success.

There are two main areas of challenge VAES has experienced in the last five years: English Language Development/reclassification and improving math and ELA achievement. See below for information on how VAES plans to improve from the last four years, as well as anticipated areas of development for the next five years.

Challenge #1: ELD

The Story of VAES (2016-2020)



A significant challenge at VAES has been to increase the number of English Language Learners who are reclassified each year to at least match the reclassification rates of LAUSD and resident schools. This is critical to address because VAES has a consistently significant English Language Learner population.

Please see the data table below with specific percentages and numbers. The following table obtained its information from CALPADS.

<u>School Year</u>	<u>% of EL Students</u>	<u># of Students</u>
2016-2017	62%	51/80
2017-2018	49%	101/206

2018-2019	45%	141/311
2019-2020	43%	161/373

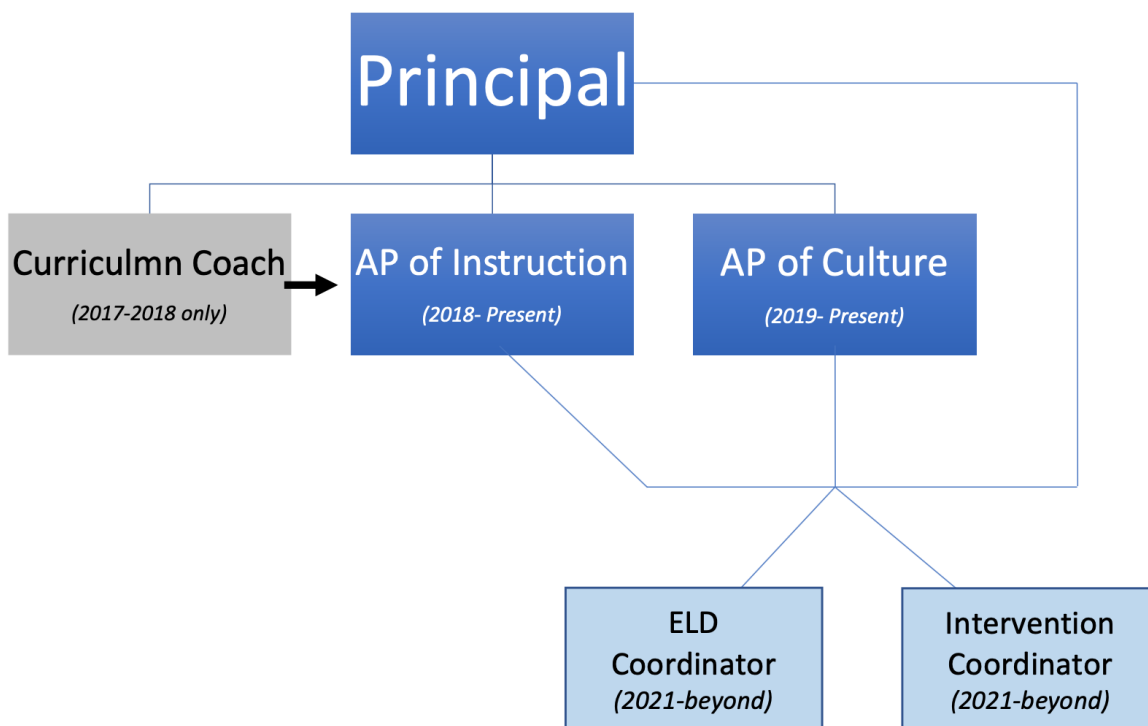
As we stated above, VAES is struggling to reclassify an adequate number of students each year. This challenge is highlighted below, comparing the reclassification rates of VAES to LAUSD for each year of operation at VAES. The following table obtained its information from DataQuest (linked here: <https://dq.cde.ca.gov/dataquest/cbeds4.asp?cYear=2018-19&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=Valor%5EAcademy%5EElemen--Los%5EAngeles%5EUni--1964733-0133694&cChoice=SchProf1>)

Students Redesignated FEP		
	VAES	LAUSD
2016-2017*	0%	16.80%
2017-2018	0.00%	20.10%
2018-2019	13.90%	22.80%
2019-2020	2.80%	15.80%

*First year of operation

To put some context behind the reclassification rates at VAES, CELDT was administered to VAES students in 2016-2017, but none of the students were reclassified because the school consisted of only TK and Kindergarten students. This is represented by the 0% reclassification rate for the 2017-18 school year.

In 2017-2018, VAES hired a Curriculum Coach to support the increase of students who were classified as English Learners. The Curriculum Coach worked with teachers to teach designated ELD lessons. Teachers taught these lessons to sheltered ELD groups during a specific block of the school day and all general education implemented Designated ELD lessons.

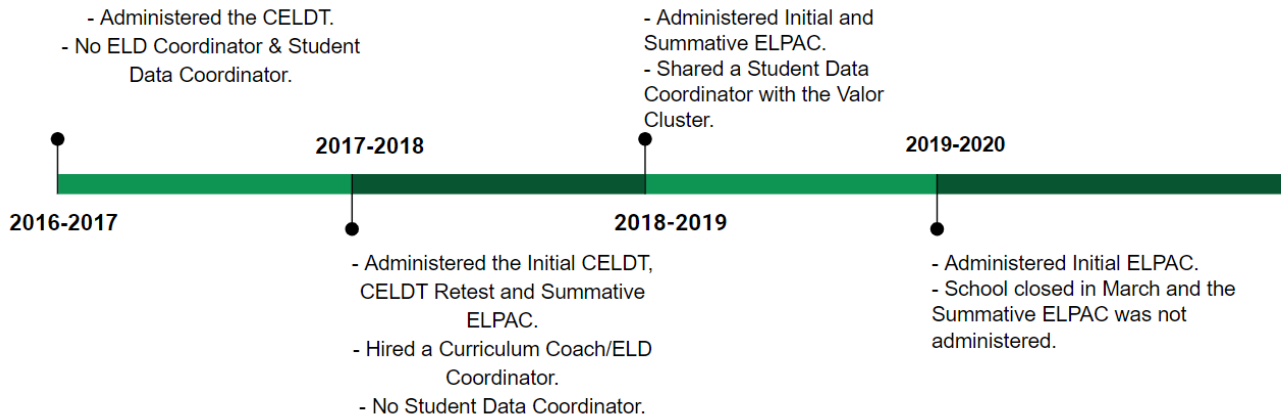


The Initial CELDT and CELDT Retest were administered and 14 students were identified to be reclassified. However, because these students took the tests during October and November of 2017 their reclassification is reflected in the 2018-2019 reclassification rate. This resulted in 0% of the students being reclassified for the 2017-2018 school year.

In the 2018-19 school year, VAES transitioned to administering the Initial and Summative ELPAC. During this school year, VAES transitioned to a new ELA curriculum (EL Education). Within this new curriculum, ELD standards were woven into the scope and sequence of the school year (in small group time). Despite this shift, our reclassification rate was still only 13.9%.

In 2019-2020, we administered the Initial ELPAC. Due to Covid-19, the school closed in March 2020 and we were not able to administer the Summative ELPAC. Currently, our reclassification rate is 2.80% for the 2019-2020 school year. We are in the process of determining if we can logistically administer the optional fall summative ELPAC to identify any more students who may be reclassified before the Census date.

Reclassification Challenges



Previous Actions

While ELD Instruction was delivered throughout the three years, we need to strengthen our Designated ELD instruction in order to meet the needs of our EL students. From 2018-2020, the following steps were put in place to support students who are English Learners:

- Small group instruction during Skills/All Block Time
- 4-5 English Language Development professional development sessions for teachers throughout the school year
- Observation of ELD strategies within the classroom after PD
- Additional pull out once a week for ELD 1 and 2 students using SMART Lessons from LAUSD and ELPAC practice questions
- Coaching of Instructional Aides by Assistant Principal

Current Remote Learning

During remote learning, we will take the following steps to support our EL students:

- Professional Development for Staff focused on ELD Standards and Strategies, including but not limited to GLAD and SDAIE Strategies.
- Data analysis based on benchmark, Initial ELPAC results, 2018-19 Summative ELPAC Results.
- Integrated ELD instruction in the form of differentiated small groups.

Future Planning

VAES is committed in monitoring student progress by having the following:

- Weekly monitoring of student data will occur with Teachers through coaching meetings with Assistant Principals.
- Quarter Data meeting with Principal will occur with Homeroom teachers to set goals for students.

- Cycle assessments to review student progress of ELD standards based on adopted curriculum.

As we plan for the upcoming school years, we will continue to implement the above action steps and work towards accomplishing the following:

- Selecting a Designated ELD curriculum.
- Implementing regularly schedule Designated ELD period
- Hiring a Designated ELD Teacher/Coordinator.
- Specifically using the coaching initiative to focus on coaching teachers on the effective implementation of the strategies they've learning in professional development

Challenge #2: Math and ELA Achievement

According to 2018-2019 CAASPP data, VAES has a lower percentage of students meeting and exceeding the standards in both Math and ELA as compared to LAUSD and neighborhood schools. When we review the CA Dashboard, VAES is 61.9 Distance from Standard (DFS) in ELA and 57.6 Distance from Standard (DFS) in math. We know that we need to aggressively improve data outcomes for students; we are confident in the steps we have outlined below to increase student achievement.

To aggressively improve student academic performance, VAES has two SMART goals, one for ELA and one for math.

ELA SMART Goal

By August 2023, the VAES ELA DFS for students enrolled in 3rd grade (who were also enrolled in VAES for the prior year, as 2nd graders) will increase by 32 points, thereby reducing the DFS by almost 50%.

Math SMART Goal

By August 2023, the VAES Math DFS for students enrolled in 3rd grade (who were also enrolled in VAES for the prior year, as 2nd graders) will increase by 32 points, thereby reducing the DFS by more than 50%.

Further in this section we explain past, current and future actions VAES has taken / will take to achieve the above SMART goals.

2018-2019 CAASPP data:

Below is our 3rd grade CAASPP data from the 2018-19 school year. Due to COVID, we do not have CAASPP data for the 2019-20 year. It is clear from the CAASPP data that in 2018-19 VAES was below neighborhood schools and LAUSD for the percentage of students meeting and exceeding standards. This is true overall, for socio-economically disadvantaged and Latino students. With the vast majority of our students being Latino and/or socio-economically disadvantaged it makes sense that these subgroups trend with the overall student population.

CHART: SCHOOLWIDE AND COMPARATIVE CAASPP PERFORMANCE BY SUBGROUP, as referenced on the CDE Website. (<https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0133694&lstSchool=0133694>)

VAES 2018-19 CAASPP Performance													
School Information		ELA						Math					
Type	School	Overall	SPED	English Learner	Socio-Ec Disadv.	Latino	Black or AfAm	Overall	SPED	English Learner	Socio-Ec. Disadv.	Latino	Black or AfAm
Charter	VAES	26.31%	*	18.75%	29.03%	17.24%	*	23.68%	*	12.50%	25.81%	24.14%	*
LAUSD	Panorama City Elementary	34.47%	13.96%	5.33%	34.34%	33.49%	*	29.10%	16.28%	6.33%	28.45%	29.26%	*
LAUSD	Valerio Street Elementary	32.55%	15.10%	2.06%	32.97%	32.31%	11.76%	20.10%	9.43%	0.94%	20.22%	19.59%	11.76%
LAUSD	Burton Street Elementary	39.24%	3.45%	8.51%	36.36%	35.56%	*	18.90%	0.00%	3.77%	18.49%	17.73%	*
LAUSD	Chase Street Elementary	35.89%	3.70%	4.00%	35.11%	35.35%	No Data	37.60%	9.26%	10.31%	37.61%	35.48%	No Data

Context for the data:

Curriculum

VAES opened in the 2016-2017 school year. When it came time to select math and ELA curricula, VAES selected Journeys for ELA and MyMath for Math. Journeys provided resources such as leveled readers/anthology, designated ELD curriculum, and alignment to thematic units.

ELA:

As the teachers began to implement the curricula and analyze data based on the standards, it became clear that there were some gaps with the way the curricula was prioritizing standards. For ELA, there was also a lack of student engagement in the close reading of complex texts and insufficient focus on foundation skills.

VAES switched the ELA curriculum from Journeys to EL Education, for all grades, in the 2018-2019 school year. The main reasons why EL Education was chosen include: high ratings on Ed Reports, being open sourced, structured and supportive professional development during an annual conference, and the opportunity for collaboration between new elementary campuses at Bright Star Schools. This overhaul of the ELA curriculum was a heavy lift on the team, but we believe it continues to be necessary to align our curriculum with our high expectations. To prepare our instructional team for this transition we invited teachers to join the EL Education professional development conference and engaged them in summer planning before the start of the 2018-2019 school year.

Math:

Throughout the last four years, VAES has utilized My Math curriculum to support student learning. However, our data has shown that our students are not making significant progress in their math achievement. The data below represents the 2019-2020 NWEA math proficiency achievement. Although our third grade cohort has met the 2019-2020 winter proficiency goal, all other grade level cohorts have not. We identified that our math

proficiency decreased from fall 2019 to winter 2019 for grades 1, 2, and 4. Our Kindergarten students did not take the NWEA in the fall because we believe it is too early to have them engage in the NWEA testing.

VAES NWEA Math Proficiency 2019-2020					
Grade	Fall 2019 Proficiency	Winter 2019 Proficiency	Growth	End-of-Year Proficiency Goal (June 2020)	% Needed to Meet EOY Bar
TK/K		27%		37%	
1	15%	8%	-7%	25%	+17%
2	32%	27%	-5%	42%	+15%
3	10%	20%	+10%	20%	Met & Sustain
4	15%	11%	-4%	25%	+14%

Although our teachers engaged in NWEA data analysis, reflections, and executed on targeted plans for re-teaching concepts throughout the year, we still saw insufficient math growth in the 2019-2020 school year. Due to this, VAES has chosen to implement a new math curriculum that all new elementary Bright Star Schools have also incorporated aimed at supporting students’ development of mathematical concepts. The Bridges math curriculum will foster students’ fundamental math skills through daily Number Corner activities across all grade levels. It will also provide more rigor across the board with an emphasis on having students engage in student discussions around real-world mathematical problems. Full implementation of the math curriculum will occur in the 2021-2022 SY.

Enrollment of additional students

August 2016 marked our very first day of our Founding Kindergarten students. In August 2017, out of high demand by our families, VAES added an additional cohort of 2nd grade students. We welcomed our additional students and families but found adding two grade levels in one year was quite challenging.

Based on multiple parent requests to open up another third grade classroom for the 2018-19 school year, VAES opened up a second 3rd grade class in 2018-2019; this brought another 19 third graders who were brand new to the VAES setting. We had to spend additional time and provide additional resources to acclimate these new students to the VAES school culture and to identify the social-emotional and academic background of each of these students.

We now have a fully enrolled campus and do not anticipate needing to add a significant amount of students in grades other than TK and Kindergarten each year. This will allow us to focus on increasing academic rigor rather than spending time on building culture for brand new students.

Third grade data

As noted below, according to our ICA results for the past two years there is a persistent issue in the achievement of 3rd grade.

March ICA - Math % Met or Exceeded Standard			March ICA - ELA % Met or Exceeded Standard		
	2018- 2019	2019- 2020		2018- 2019	2019- 2020
3rd Grade	18.4%	9.53%	3rd Grade	7.9%	17.5%
4th Grade	-	40.5%	4th Grade	-	31.4%

When we analyze internal NWEA data, we also see that our third grade students have the lowest percentage of students meeting their growth targets when compared to students enrolled in all of the other grade levels at VAES (see chart below).

% of Students who Met Growth Targets from Spring to Spring					
VAES NWEA Growth Spring 2018 - Spring 2019			VAES NWEA Growth Spring 2019 - Spring 2020		
Subgroup	Math	Reading	Subgroup	Math	Reading
1	42.9%	39.6%	1	63.5%	40.3%
2	41.3%	34.7%	2	40.5%	24.7%
3	15.8%	15.4%	3	15.8%	20.8%
ALL	25.9%	23.0%	4	77.4%	67.7%
Sped	11.1%	14.8%	ALL	45.8%	34.2%
English Learners	25.2%	20.8%	Sped	36.4%	41.7%
Socio-Economically Disadvantaged	29.3%	23.7%	English Learners	35.1%	55.6%
Asian	*	*	Socio-Economically Disadvantaged	35.3%	45.8%
White	15.4%	7.7%	Asian	50.0%	50.0%
Filipino	*	*	White	0.0%	42.9%

Black or Afridan American	*	*	Filipino	33.3 %	0.0%
Hispanic or Latino	27.3 %	23.7%	Black or Afridan American	20.0 %	50.0%
			Hispanic or Latino	47.8 %	34.0%

We attribute the lower gains of this cohort to the following:

- **Experience with ICA:** The issue that arises with the ICA is two-fold: access and practice with technology and better understanding of assessments and standards between different grade levels. Our students take the ICA for the first time in third grade, and there is a significant learning curve with navigating the new platforms and technology. In order to familiarize students with navigation of the new platform and technology, teachers have incorporated daily question practice in small groups where students learn how to dissect questions and navigate technology challenges. Teachers answer questions together with students and gradually release students to answer them on their own to develop independence and confidence. We are now a 1:1 school with technology and will be able to increase the amount of access our students have to explore different platforms; we see this as a significant opportunity to train teachers on how to utilize technology effectively beginning in TK. Also, currently our lower primary elementary teachers do not have a clear understanding of what the expectations are for the ICA in the upper primary grades. The leadership team is consistently working on increasing communication across all grade levels and consistently holds vertical alignment discussions across all subject areas from TK-4.
- **Change of NWEA Assessment:** In K-2, students take the K-2 Reading and Math Growth assessment which has significant audio support. In 3rd and 4th grade students take the NWEA 2-5 Reading and Math Growth assessment where all audio support is removed and students must read on their own. We are currently focusing on EL Education curriculum, Skills Block, in order to focus on targeted literacy instruction. Our teachers will begin giving weekly assessments followed by weekly grade level data meetings to create detailed reteach plans the following week.
- **VAES as a Founding School & Growth:** As a founding school, we were consistently adding a grade level and hiring new teachers every academic year from 2016-2020. We had a challenge with hiring experienced teachers for the third grade, both in terms of prior teaching experience with that particular age group and in terms of experience working at VAES. In 2018-2019, one of the teachers was brand new to teaching third grade and the second teacher resigned in December due to personal reasons. A replacement teacher was hired in February. In 2019-2020, all of the third grade teachers were new to teaching third grade and one went on maternity leave after 3 months. In the 2020-2021 school year, we currently have one third grade teacher scheduled to go on maternity leave in October 2020.

For the 2020-21 school year, all three of the third grade teachers have taught third grade at VAES for one year. We have strategically aligned coaches to best support each of these individual teachers with weekly feedback. Teachers in every grade level conduct team data analysis with their grade level in setting goals and discussing effective ways to address students needs. Analysis of data is done with curriculum tests, Illuminate Interim Assessment, NWEA Data, ICA, and SBAC. The analysis is reviewed with coaches and submitted to administration. We are also keeping a close eye on interim data and conducting data analysis meetings with the entire third grade teaching team. We have added instructional aides to every grade level in order to provide additional academic support.

Steps taken:

Our student, staff and family culture is very strong. Students are happy to be at school. Families are involved and supportive of the students and school. Teacher retention is high. All of this groundwork has laid a solid foundation for VAES to focus on increasing student achievement.

	2016-17	2017-18	2018-19	2019-2020
VAES Teacher Retention	100%	92%	94%	84%

Steps we have taken already include:

- Changing ELA curriculum from Journeys to EL Education- Adding in ICA assessments and engaging in robust data analysis - ICA assessments have been adopted in 3rd and 4th grade. Grade level teams have identified the highest and lowest performing standards and questions. They analyze students' responses to identify students' misconceptions. Then, they plan lessons for reteaching in small groups and they plan for any whole group reteach or spiral review lessons.
- Administering Illuminate Interim Assessments (IIAs) as quarterly benchmark assessments and engaging in robust data analysis
- Pairing every teacher with an instructional coach- Every teacher is partnered with an Assistant Principal, Mentor Teacher, or Veteran Support Staff in reviewing data, coaching of teacher goals and ways to support school initiatives, and problem solving any conflicts or struggles.
- Weekly coaching meetings and observations of teachers - Teachers and mentors meet weekly and conduct classroom observations in order to provide feedback and brainstorm ideas. These meetings occur before and after school.
- Ensuring teachers in the third grade have previous content experience with third grade students

During remote and hybrid learning (2020-21 school year), we have placed the following supports and structures in place to meet the needs of all learners:

- Differentiated small group instruction with teachers four times per week.
- Instructional Aide support during whole group and small group instruction.
- Instructional Aide small group Integrated ELD lessons on Mondays.
- Small group intervention and enrichment classes added Tuesday through Friday for all students
- Incorporation of MobyMax to be used as an intervention software for students with academic gaps in ELA and Math. Students will take placement tests and the program will provide lessons specific to the proficiency level of particular students.
- Immediate identification of students who are consecutively absent from synchronous instruction. Once identified, early interventions will be put in place with our counseling and administrative teams.

Future Steps:

In the 2020 - 2021 school year, we have the following plans in place:

- Engage in third and fourth grade intensive data meetings
- Implement intervention programs and differentiated support for various subgroups
- Analyze EL Education Microphases and Developmental Reading Assessments in grade level teams in order to increase our students' literacy achievement scores
- Implement developmentally appropriate typing skills and technology literacy for all students
- Incorporate ELA and Math SBAC type questions in second, third, and fourth grade

For the 2021-22 school year, we plan to do the following:

- Adopt Bridges as the new math curriculum
- Adopt additional exams for K-2 students (our IIAs are not designed for students younger than 3rd grade)
- Hire an ELD Coordinator (Please refer to chart on page 33 for more information.)
- Hire an Intervention Coordinator (Please refer to chart on page 33 for more information.)
- Hold after school intervention
- Hold summer intervention classes

Student Population to be Served

1.3: Charter School’s target student population

As mentioned in Element 1.1, VAES predominantly serves the community in the _____ of Los Angeles, California. VAES sits within the boundaries of LAUSD’s Board District 6.

Our students are incredible. At their early age, they have already shown great interest and connection in expressing themselves in art, gardening, and cooking, which we are compelled to nurture, foster and support. Various core standards have been incorporated with these enrichment in order for students to apply their learning. Many kids can be found singing parts of the plant in garden then during ELA curriculum and finally science units, while other students are using their art work to make connections with geometry lessons.

While we have had great family engagement in participating with kids and supporting students in creating projects at home, our students and their families face a combination of struggles at home. Over 75% of our families have been identified as low income and are provided a Free or Reduced-price meal. Many of our families have limited support in their homes due to work hours that prevent them from being home, various family statuses and/or health issues.

However, Bright Star Schools’ educational program was built to serve all students, including students who require inclusive education, English language learners, and students at a socio-economic disadvantage.

To do this, we support the foundational skill building of our students, and partner with families so that the support of students extends to the home environment and vice versa, no matter what that looks like for each student. All Bright Star schools will work to develop the socio-emotional skills to overcome the challenges they may face in their lives, on their path to accessing higher education and ultimately success in life.

The chart below shows the demographic breakdown of our students, which also reflects what we anticipate future classes to look like.

CHART: VAES DEMOGRAPHICS

Source: CALPADS

Demographics	All Schools in the Bright Star Schools Network	VAES
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Enrollment as of Census day Oct 2019	3377	373
% IE/SPED	9.71%	5.60%
% ELL	21.76%	43.20%
% FRL	91.71%	75.87%
% Ethnic Breakdown		
African American	5.27%	1.90%
Hispanic/Latino	80.99%	85.30%
Asian (Include Filipino)	8.94%	6.20%
White (Include Native American/Alaskan Eskimo)	1.51%	5.10%
Other	3.88%	1.60%

1.4: Five-year enrollment rollout plan

Enrollment Roll-Out Plan					
Grade	2021-22	2022-2023	2023-2024	2024-2025	2025-2026
TK	20	20	20	20	20
K	92	92	92	92	92
1	92	92	92	92	92
2	88	88	88	88	88
3	88	88	88	88	88
4	88	88	88	88	88
Total	468	468	468	468	468

Goals and Philosophy

1.5. School vision and mission statements

The following mission and vision statements are true for all Bright Star Schools.

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

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

Additionally, Bright Star Schools strive to provide students with a well-rounded education, including a rigorous academic program that prepares students for college, and life experiences that exposes students to a broad world beyond their current environments. **All of our programs are rooted in four core values:**

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

1.6. Define and describe briefly the characteristics of an “educated person” in the 21st century.

At Bright Star Schools, we believe an educated person is someone self-motivated, competent, and a lifelong learner who possesses the academic, technological, intellectual, emotional and character skills so they will be successful in college, and ultimately in the world beyond. Academically and technologically, these skills include:

- A mastery of the English language along with a mastery of at least one other language.
- A fundamental understanding and fluency in comprehension of mathematics, science, history, and the arts.
- The ability to think both critically and creatively through basic knowledge about the world, deep knowledge about subjects of interest, and skills for effectively using technology and gathering information.
- Deep knowledge and access to current tools (email, computers in classrooms, various programs such as Khan Academy, iStation, etc.), as well as ability to creativity problem solve and innovate will prepare students for the rapidly evolving world of technology.
- The ability to work cooperatively and to understand and respect cultural and socio-economic differences between all people.
- An understanding of global interdependence and ability to clearly see the need for greater social justice in the world.

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

An educated person participates constructively in society, for one knows that such participation is necessary for the benefit of society and for the individual as well. Such a person has developed a broad knowledge base and has acquired skills which allow one to enter the economic mainstream. Such a person works cooperatively to achieve constructive answers to difficult questions for the benefit of

society. Such a person understands that every problem has some solution, although it often may not be a perfect solution.

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

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

1.7: How Learning Best Occurs.

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

- Robert J. Marzano's *What Works in Schools* and *What Works in Classroom Instruction*
- David Conley's guidelines for "21st Century Learners," as published by Pearson in "Career Readiness and Employability"
- Carol Dweck's *Mindset: The New Psychology of Success*
- Doug Lemov's *Teach like a Champion 2.0*

We believe non-cognitive skills (or soft skills) are essential to the success of students. These practices are embedded in our advisory program, our Connections' Program, and throughout the core courses. Davis Conley's guidelines would provide strategies meeting the needs of VAES students. For example, his guidelines are largely geared for low socioeconomic or 1st generation college attendees. His work centers on developing the social capital to navigate a higher education system and strategies such as forming peer studies groups and developing self-advocacy skills.

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

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

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

Marzano emphasizes that learning best occurs when educational objectives are simple, measurable and attainable. Clear definitions of what students should know and be able to do in each academic content area at grade level determines the content of the curriculum, affects teaching strategies, provides a perspective for selecting and training teachers and helps parents understand what is expected of the children. Learning best occurs when class size and school size are manageable. Although there are no magic numbers or solutions for what is manageable, it is imperative that the members of the school community know one another as individuals.

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

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

1.8: Description of the school’s annual goals, for all pupils and for each subgroup of pupils, by the California Local Control Funding Formula (LCFF) legislation⁵

LCFF STATE PRIORITIES	
GOAL #1	
All students demonstrate increased academic growth as measured by state test scores and improved English proficiency.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

⁵ In the LCFF charts below * signifies that a subgroup did not have enough students to be considered significant and therefore to be reported out on. Alternatively it can also mean that we do not have the data to report out on.

- Continued investment in curriculum and academic tools to support student growth in core subject areas.
- Instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development.
- Intervention and enrichment programs to support both student's acquisition of core content and topics of interest outside core curriculum.
- Investment in student technology to enhance and support a student's ability to master CA state standards

Expected Annual Measurable Outcomes

Outcome #1 By August 2023, the VAES ELA DFS for students enrolled in 3rd grade (who were also enrolled in VAES for the prior year, as 2nd graders) will increase by 32 points.

Metric/Method for Measuring:CAASPP Scores

APPLICABLE STUDENT GROUPS	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-61.9 DFS	-45.9 DFS	-29.9 DFS	-13.9 DFS	-2 DFS	-1 DFS
English Learners	-72.6 DFS	-56.6 DFS	-40.6 DFS	-26.6 DFS	-8.6 DFS	-2 DFS
Socioecon. Disadv./Low Income Students	-61.9 DFS	-45.9 DFS	-29.9 DFS	-13.9 DFS	-2 DFS	-1 DFS
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-72.6 DFS	-67.6 DFS	-62.6 DFS	-57.6 DFS	-52.6 DFS	-48.6 DFS
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-72.2 DFS	-56.2 DFS	-40.2 DFS	-24.2 DFS	-8.2 DFS	-2 DFS
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1:By August 2023, the VAES Math DFS for students enrolled in 3rd grade (who were also enrolled in VAES for the prior year, as 2nd graders) will increase by 32 points.

Metric/Method for Measuring:CAASPP Scores

APPLICABLE STUDENT GROUPS	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-57.6 DFS%	-41.6 DFS	-25.6 DFS	-9.6 DFS	-2 DFS	-1 DFS
English Learners	-66.3 DFS	-50.3 DFS	-34.3 DFS	-26.3 DFS	-18.9 DFS	-10.9 DFS
Socioecon. Disadv./Low Income Students	-57.6	-41.6 DFS	-25.6 DFS	-9.6 DFS	-2 DFS Prior year base +11%	-1 DFS-1 DFS

Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-67.5 DFS	-51.5 DFS	-35.5 DFS	-19.5 DFS	-2 DFS	-1 DFS
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: The percentage of students making progress towards English language proficiency rate will be equal to or greater than the state by 2024.

Metric/Method for Measuring: Summative ELPAC

APPLICABLE STUDENT GROUPS	Baseline (19-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	21.6%	35%	40%	45%	47%	48%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2 ⁶						
School promotes a school culture which is a positive, engaging, calm and supportive for both student social and emotional development.			Related State Priorities:			
			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6			
			Local Priorities:			
			<input type="checkbox"/> : <input type="checkbox"/> :			
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • School-wide programs and staff professional development to ensure ongoing positive school climate • Creation of experiences in school which empower students and support their growth socially and emotionally. • Providing students with opportunities to ensure they have access to experiences and resources they may not be able to afford outside of school 						
Expected Annual Measurable Outcomes						
Outcome #1: School will maintain a 95% ADA						
Metric/Method for Measuring: ADA						
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	96%	95%	95%	95%	95%	95%
English Learners	96%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	95%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	93%	95%	95%	95%	95%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	95%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

⁶ Where possible baseline data was entered with school data as of 3/15/2020. On 3/14/2020 the school closed to transition to distance learning and subsequent data was deemed not valid due to many changes in the school environment. This is true for all data points except school climate. The baseline data point for school climate was spring 2018-19 data point.

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: % of students who are chronically absent will not be higher than 10%
Metric/Method for Measuring: Chronic Absenteeism as verified by the student information system.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	11%	≤10%	≤10%	≤10%	≤10%	≤10%
English Learners	9%	≤10%	≤10%	≤10%	≤10%	≤10%
Socioecon. Disadv./Low Income Students	13%	≤10%	≤10%	≤10%	≤10%	≤10%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	14%	≤10%	≤10%	≤10%	≤10%	≤10%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	10%	≤10%	≤10%	≤10%	≤10%	≤10%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: No more than 2% of students will experience an incident of suspension
Metric/Method for Measuring: Suspension rate as verified by the student information system.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	≤0%	≤0%	≤0%	≤0%	≤0%
English Learners	0%	≤0%	≤0%	≤0%	≤0%	≤0%
Socioecon. Disadv./Low Income Students	0%	≤0%	≤0%	≤0%	≤0%	≤0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	≤0%	≤0%	≤0%	≤0%	≤0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	0%	≤0%	≤0%	≤0%	≤0%	≤0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: No more than 0% of students will be expelled						
Metric/Method for Measuring: % of students expelled						
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0	0%	0%	0%	0%	0%
English Learners	0	0%	0%	0%	0%	0%
Socioecon. Disadv./Low Income Students	0	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: School will increase 3% percentage points in the students who positively respond on the school climate benchmark of the student survey (until reaching 75% of students positively respond to the school climate benchmark). ⁷						
Metric/Method for Measuring: Results of Panorama Student School Climate Survey						
APPLICABLE STUDENT GROUPS	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	61%	+3%	+3%	+3%	+3%	+3%
English Learners	61%	+3%	+3%	+3%	+3%	+3%
Socioecon. Disadv./Low Income Students	χ ⁸	+3%	+3%	+3%	+3%	+3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	60%	+3%	+3%	+3%	+3%	+3%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

⁷ It may be that in future years this metric shifts due to change in survey provider or an internal determination that a different benchmark in the student climate survey better captures school culture.

⁸ In 2018-19 we did not have the panorama student survey data broken down by SED or Latino/Hispanic due to the fact that the majority of our students are SED and Latino/Hispanic. Therefore, while we can not project these exact subgroup data points they most likely trend with the overall percentage.

Latino Students	X ⁹	+3%	+3%	+3%	+3%	+3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES						
GOAL #3 ¹⁰						
School actively engages and involves families in their students learning.				Related State Priorities:		
				<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
				X 3	<input type="checkbox"/> 6	
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Investment in materials, tools, programs, and services ensuring accessible parent communication School events and programs purposefully created to introduce parents to school staff, the school's educational program, and encourage a parent's ability to advocate on behalf of their student. Staff members who play the role of liaison between school and family 						
Expected Annual Measurable Outcomes						
Outcome #1: 95% parents who positively rate the school						
Metric/Method for Measuring: Annual Panorama Parent Survey						
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	97%	>95%	>95%	>95%	>95%	>95%
English Learners	*	*	*	*	*	*

⁹ We do not currently have Panorama student survey data broken down by SED or Latino/Hispanic due to the fact that the majority of our students are SED and Latino/Hispanic. Therefore, these data point trend almost exactly with the overall percentage.

¹⁰ All parent metrics are reviewed yearly and future targets are subject to change based on internal data analysis.

Socioecon. Disadv./Low Income Students ¹¹	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: 80% of parents will return surveys Metric/Method for Measuring: % of returned surveys						
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	78%	>80%	>80%	>80%	>80%	>80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: 95% of parents who attend a school event Metric/Method for Measuring: % of parents who attend a school event as identified by parent and family sign in sheets at the event and monitored by the BSS Board in the Bright Star Organizational Health Dashboard						

¹¹ FRPL/SED is not collected on the panorama student survey. The vast majority of our students are FRPL/SED students and therefore, this student subgroup trends similarly to the overall student population.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	92%	>95%	>95%	>95%	>95%	>95%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: 95% Parent Attendance at Parent Teacher Conferences

Metric/Method for Measuring: X% Parent Attendance at Parent Teacher Conferences

APPLICABLE STUDENT GROUPS	Baseline (2/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	97%	>95%	>95%	>95%	>95%	>95%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: 75% Parent Attendance at Back to School Night

Metric/Method for Measuring: X% Parent Attendance at Back to School Night as identified by parent and family sign in sheets at the event and monitored by the family engagement team.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	73%	>75%	>75%	>75%	>75%	>75%

English Learners	*	*	*	**	*	*
Socioecon. Disadv./Low Income Students	*	*	*	**	*	*
Foster Youth	*	*	*	**	*	*
Students with Disabilities	*	*	*	**	*	*
African American Students	*	*	*	**	*	*
American Indian/Alaska Native Students	*	*	*	**	*	*
Asian Students	*	*	*	**	*	*
Filipino Students	*	*	*	**	*	*
Latino Students	*	*	*	**	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	**	*	*
Students of Two or More Races	*	*	*	**	*	*
White Students	*	*	*	**	*	*

Outcome #6: 95% of families who have one yearly counselor meeting

Metric/Method for Measuring: X% of families who have one yearly counselor meeting

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	97%	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>
English Learners	*	*	*	**	*	*
Socioecon. Disadv./Low Income Students	*	*	*	**	*	*
Foster Youth	*	*	*	**	*	*
Students with Disabilities	*	*	*	**	*	*
African American Students	*	*	*	**	*	*
American Indian/Alaska Native Students	*	*	*	**	*	*
Asian Students	*	*	*	**	*	*
Filipino Students	*	*	*	**	*	*
Latino Students	*	*	*	**	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	**	*	*
Students of Two or More Races	*	*	*	**	*	*
White Students	*	*	*	**	*	*

LCFF STATE PRIORITIES	
GOAL #4	
School facilities are in good repair. Instructional staff is also properly credentialed and teaching standards aligned instructional material.	Related State Priorities: X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 X 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							
<ul style="list-style-type: none"> Investment in technology to ensure that teachers are properly credentialed Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement. Staff members whose role is to ensure the school is a safe and clean environment for students. 							
Expected Annual Measurable Outcomes							
Outcome #1: 100% of teachers will be fully credentialed or enrolled in an intern credential program as outlined in our charter.							
Metric/Method for Measuring: Teacher Credentials as monitored by expiration dates identified on the California Teacher Credential (CTC) website							
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%	
English Learners	*	*	*	*	*	*	
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*	
Foster Youth	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	
African American Students	*	*	*	*	*	*	
American Indian/Alaska Native Students	*	*	*	*	*	*	
Asian Students	*	*	*	*	*	*	
Filipino Students	*	*	*	*	*	*	
Latino Students	*	*	*	*	*	*	
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	
Students of Two or More Races	*	*	*	*	*	*	
White Students	*	*	*	*	*	*	
Outcome #2: 100% of teachers will have English language authorization or an emergency EL authorization as required by CA.							
Metric/Method for Measuring: % of teachers with english language authorization or emergency EL authorization							
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
All Students (Schoolwide)	95%	100%	100%	100%	100%	100%	

English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: School will not have vacant teaching positions in Jan - May of the school year Metric/Method for Measuring: # of vacant teacher positions during the months of Jan - May						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	1	0	0	0	0	0
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: 80% of facility areas will rate as good or excellent on the School Accountability Report Card Metric/Method for Measuring: Rating on SARC						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	≥80%	≥80%	≥80%	≥80%	≥80%

English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: 100% of students have access to standards aligned materials at home and in school as appropriate for a given lesson.

Metric/Method for Measuring: % of students with standards aligned materials at home and in school.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: 100% of school's instructional materials are aligned to state standards

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

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

1.9: How the school’s goals will enable students to become and remain self-motivated, competent, and lifelong learners.

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

A major educational objective for VAES is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at college, even at an early age. We believe this foundation is critical to building a college-going and college-ready mindset when the time comes for our students..

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

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

- Developing Concepts & Innovation
- Critical Thinking & Problem Solving
- Collaboration & Teamwork
- Media Literacy

Additionally, our goal is that students:

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

- Performance will increase as demonstrated by standardized, criterion-referenced and performance-based tests.

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

Additionally, we offer a robust intervention program to our English Language Learners, as outlined in our EL Master Plan. We utilize our school counselors to develop truly effective adherence to a tiered intervention program. As part of the tiered intervention program, VAES has an early warning system implemented by the counselors and teachers who operate in grade-level teams to evaluate students on a biweekly basis. Any student who appears to be struggling in one or more classes in any field (social- emotional or academic), will be identified to ensure all needs are met. This happens through differentiated lessons, which occur daily for math and ELA to support students. Teachers work with their coaches in weekly meetings to review data to identify students that are struggling. Quarter meeting with the principal is held with teachers to review overall growth and intervention supports for students in need. In addition, the purpose of implementing an early warning systems program is to also ensure that VAES is using restorative practices to help and support students in academic and social-emotional development.

Instructional Design

1.10: the educational program’s overall curricular and instructional design, including how the school will structure and staff the educational program.

The educational philosophy, teaching methodology and subsequent instructional program at VAES are informed by extensive research are aligned with Richard DuFour’s work⁴ and what he terms the “Henry Higgins” school mindset. This relies on high expectations for students with the understanding that if learning at high levels is the constant, then time and resources must be the variables. DuFour describes the “Henry Higgins School” as one in which the adults believe, “We believe that all students can and must learn at relatively high levels of achievement. We are confident that students can master challenging academic material with our support and help. We establish standards that all students are expected to achieve, and we continue to work with them until they have done so.” This established, VAES’s focus is on accurately determining each student’s current level of performance in the core content area by employing diagnostics assessments aligned to the Common Core State Standards, ELD standards and the Next Generation Science Standards.

Based off the work of DuFour, and our observations and experience in operating our network of schools,, the schools where socio-economically disadvantaged students achieve mastery in the core subjects and experience academic success are those that offer:

- Extend the school day and have a longer calendar year.
- Offer an unyielding focus on ensuring students’ literacy and numeracy skills in the earliest grades.
- Adopt teaching methodologies that have proven successful in urban settings.
- Set high expectations both behaviorally and academically.
- Employ frequent assessments and data driven professional development and coaching for teachers.
- Subscribe to masterful and specialized teachers.
- Involve parents and the community in the life of their scholars’ education.
- Treat each child as an individual, assessing them at their baseline, setting high standards and ensuring that they meet their goals through structured support.

- Have a dedicated counselor assigned to a grade-level cohort of students and moves with them as they matriculate to each grade level
- Offer blended learning classrooms for students who require inclusive education
- Enable and encourage students to hold leadership positions
- Implement restorative practices, rather than strict disciplinary practices

We believe all students at VAES will benefit from our highly structured instructional program. The instructional program that we have developed for VAES is critical to students’ academic success. We studied many models of success and recruited their best practices to refine Bright Star’s delivery of instructional practice. Please see chart or a sample of schools observed:

Charter Schools	District Schools	Private schools
First Line, New Orleans	Wilton Place ES	Harvard Westlake
Prodeo, Minneapolis	3rd St ES	Pilgram
Rocky Mountain Prep, Denver	Cahuenga ES	
KIPP schools, Los Angeles, Houston	Fenton Ave, Pacoima	
Rocketship Schools, Bay Area, CA		
Montague, Pacoima		
Achievement First, NYC		
Larchmont, Los Angeles		
Partnership to Uplift Schools (PUC), Pacoima		

Our other Bright Star schools continued growth in performance data and college acceptance rates demonstrates the success of our program for our targeted population.

Curriculum and Instruction

1.11a: Curriculum

Below you will find a description of VAES’s courses with corresponding instructional materials, as well as the innovative curriculum components within proposed educational programs, and intervention and enrichment programs. Together, these components describe our school’s educational program.

All courses will be California Common Core Standards based. Teachers utilize Understanding by Design (UBD) protocol to design units and plans. Course descriptions for core subjects in ELA, math, science, history, and elective options follow below.

1. English Language Arts (Writing and Reading) - TK-4th Grade

The language arts program at VAES is fully-aligned with the ELA California Common Core State Standards (CCCSS) for Kindergarten through fourth grade. Our teachers use the Expeditionary Learning (EL) Education curriculum to deliver the CCCSS. Teachers supplement the curriculum in order to reteach and enrich our students. Each teacher engages their students in ELA for 150 minutes on a daily basis. Our K - 4th grade language arts curriculum encompasses the following components of EL Education:

- Modules, Skills Cycles (K-2nd grade)
- Additional Language and Literacy (ALL) Block (3rd -4th grade).

In Kindergarten through fourth grade, students engage with rich text (e.g., fiction, nonfiction, poetry, and plays) to develop their reading comprehension skills and strategies, along with their writing skills, through the EL Education modules.

The K-2 Reading Foundations Skills Block uses a structured phonics approach to teach phonemic awareness and phonics skills. The block is meant to ensure that, by the end of 2nd grade, students acquire the depth of skills they need in the Reading Foundations standards to read grade-level text independently. The skills lessons explicitly address the Reading Foundations standards, as well as Language standards associated with spelling and letter formation.

The 3rd and 4th grade Additional Language and Literacy (ALL) Block works together with the modules to accelerate students' achievement in literacy. The ALL Block instruction consists of two weeks of instruction with one flex day built in every week. If the module lessons run longer than two weeks, then the teacher uses that flex time to meet the specific needs of students. At VAES, these flex days are used to reinforce reading foundational skills for specific students and engage English Language Learners (ELL) in Designated ELD lessons. The ALL Block has five components: Independent Reading, Additional Work with Complex Text, Reading and Speaking with Fluency/GUM (grammar, usage, and mechanics), Writing Practice, Word Study and Vocabulary.

- **English Language Arts (Writing and Reading) - TK/Kindergarten:** In Kindergarten students start the year learning their letter names and letter sounds. Initially they focus on one special letter per day. They learn letter sounds and names, as well as how to write the letters in both uppercase and lowercase form. These concepts are introduced in large group settings and reinforced in small group and center time experiences.

During the first EL Education module, students work on building literacy in a collaborative classroom through toys and play. Each module has an overarching theme. Toy and Play is the theme for the first module. The structure of modules is whole group, which may incorporate read alouds, interactive or modeled writing, back to back protocols, at your seat work, etc. In the first unit, they engage in close read-aloud to learn how to play with others. In the second unit, they develop their listening and speaking skills by becoming toy experts. In the third unit, they write to show their learning about toys their classmates prefer.

During the second module, students learn weather wonders through science and story. In the first unit, they learn to read and write informational texts by becoming meteorologists. In the second unit, they read narrative texts to explore how weather affects people. In the third unit, they write imaginary narratives about their own weather story.

During the third module, students research and build knowledge to teach others about trees. In the first unit, they read to engage and build knowledge through a study of living and nonliving things. In the second unit, they engage in reading as research through a study of trees and the living things that depend on them. In the third unit, they read to research and discuss a study of how living

things meet their needs.

During the fourth module, students enjoy and appreciate trees by contributing to the community. In the first unit, they explore and analyze literature consisting of stories of characters who enjoy and appreciate trees. In the second unit, they read and write opinions about how trees are important to communities. In the third unit, they inspire others to appreciate and enjoy trees by taking action through literacy and artwork.

During the Skills Block, students focus on letter identification and phonological awareness. They learn to make connections between graphemes (letters) and phonemes (sounds within words). They learn about intonation, rhythm of speech, rhyming, manipulation of beats (syllables) and separate sounds in spoken words, and concepts of print. As students progress, they move toward phonemic awareness, particularly segmentation and blending, as they focus on the individual sounds in words and begin to decode and encode single syllable, CVC (consonant-vowel-consonant) words. Finally, students begin reading the Decodable Readers to develop their literacy skills and begin practicing reading high-frequency words. Students are introduced to the difference between long and short vowel sounds and are exposed to some consonant blends word endings, such as “-nk” and “-ing”.

- **English Language Arts (Writing and Reading) - First Grade:** During the first EL Education module, students develop their knowledge of tools and work. In the first unit, they get to know the tools around us by learning how to ask and answer questions. In the second unit, they read closely to learn about habits of character. In the third unit, they write to show their understanding of how to create a magnificent thing.

During the second module, students develop their knowledge of what’s up in the sky through a study of the sun, moon, and stars. In the first unit, they read literature about exploring the sun, moon, and stars and practice their retelling skills. In the second unit, they read to learn and write to understand through a study of the patterns of the sun, moon, and stars. In the third unit, they write narrative poems using observations of the sun.

During the third module, students grow as researchers as they study birds’ amazing bodies. In the first unit, they build their knowledge about birds by reading informational texts. In the second unit, they build their research skills by researching birds’ bodies. In the third unit, they build their expertise about birds’ bodies by writing to show their research.

During the fourth module, students develop their knowledge of caring for birds. In the first unit, they analyze literature about stories of bird helpers. In the second unit, they support their opinions based on “The Story of Pale Male”. In the third unit, they take action sharing how to care for birds through literacy and artwork.

During the Skills Block, students focus on decoding (reading) and encoding (spelling) one-syllable words with two or three phonemes (sounds). Students are introduced to new grapheme-phoneme connections with familiar sounds, represented by two letters instead of one (examples: /k/ as “-ck”). Students are introduced to consonant clusters and begin to decode and encode these clusters at the beginning and ending of words. Then, students shift to decoding two-syllable words. They are introduced to new syllable types--first, closed syllable (VCCV), then open-syllable beginning with CV, and finally CVCe words with a long vowel sound in the middle and a silent “e” at the end. Students continue to focus on vowel spelling patterns. First, they work with r-controlled vowels, followed by vowel teams and patterns in which the first vowel says its name, such as “ai” and “ea”. They continue to gain knowledge of alternative spelling patterns for long vowel sounds

(such as “igh” for long “i”). They work with adding suffixes to change base words and they work with vowel diphthongs.

- **English Language Arts (Writing and Reading) - Second Grade:** During the first module, students explore a variety of schools and communities. In the first unit, they build their background knowledge about schools and their importance. In the second unit, they read and write informational texts about the challenges some children may experience when going to school. In the third unit, they create a “The Most Important Thing about Schools” books.

During the second module, students learn through science and story as they develop their knowledge of how fossils give information about Earth’s changes. In the first unit, they learn about paleontologists by listening for details in texts. In the second unit, they study fossils closely by reading informational texts. In the third unit, they become paleontologists and write narratives about discovering fossils.

During the third module, students research to build knowledge and teach others about the secret world of pollination. In the first unit, they build background knowledge by learning about plants. In the second unit, they build their researching skills by researching pollinators. In the third unit, they develop their speaking and listening skills by sharing their research about the secret life of pollinators.

During the fourth module, students develop their knowledge around providing for pollinators. In the first unit, they analyze pollinator characters in fables who work hard to help others. In the second unit, they read and write their opinions about why people should protect pollinators. In the third unit, they take action on helping butterflies through literacy and artwork.

During the Skills Block, students are introduced to fluency as a new skill to practice. They focus on reading full sentences and paragraphs with automaticity focusing on rate, phrasing, and expression. They analyze, decode (read), and encode (spell) one- and two-syllable words containing long vowel spelling patterns and with inflectional endings. They also learn and practice high-frequency words through repeated reading and memorization games. There is a strong focus on word endings and suffixes, as well as homophones. As students are introduced to new suffixes, they begin to practice decoding and encoding three-syllable words.

- **English Language Arts (Writing and Reading) - Third Grade:** During the first module, students learn about how children overcome challenges near and far. In the first unit, they read literary texts about overcoming learning challenges with regard to school and education around the world. In the second unit, they read and write to inform others about overcoming learning challenges with regard to books. In the third unit, they write to inform others about overcoming learning challenges with reading.

In the second module, students research to build knowledge and teach others about adaptations and the wide world of frogs. In the first unit, they read and write poems and pourquoi tales about frogs. In the second unit, they build background knowledge about frogs and the research process. In the third unit, they use writing to inform others about a freaky frog.

In the third module, students explore literary classics. In the first unit, they analyze the author's craft by analyzing the character development in Peter Pan. In the second unit, they write an opinion of Peter Pan, grounded in evidence from the text. In the third unit, they read like a writer and revise scenes from Peter Pan.

In the fourth module, students study water around the world. In the first unit, they build background knowledge about water around the world. In the second unit, they develop an opinion on the importance of water conservation. In the third unit, they write a four-paragraph essay stating an opinion about the importance of water pollution.

The 3rd grade Additional Language and Literacy (ALL) Block works together with the modules to accelerate students' achievement in literacy. The ALL Block instruction consists of two weeks of instruction with one flex day built in every week. If the module lessons run longer than two weeks, then the teacher uses that flex time to meet the specific needs of students. At VAES, these flex days are used to reinforce reading foundational skills for specific students and engage English Language Learners (ELL) in Designated ELD lessons.

The ALL Block has five components:

1. Independent Reading
 2. Additional Work with Complex Text
 3. Reading and Speaking with Fluency/GUM (grammar, usage, and mechanics)
 4. Writing Practice
 5. Word Study and Vocabulary
- **English Language Arts (Writing and Reading) - Fourth Grade:** During the first module, students read closely and write about what inspires poets to write poetry by reading and analyzing the novel *Love That Dog* by Sharon Creech. In the first unit, they summarize a poem, compare prose and poetry, and analyze changes in Jack's character. In the second unit, they write an informational paragraph about "What inspired Jack?" and revise a literary essay. In the third unit, they revise a poem and read a new poem aloud for fluency. During the performance task students present their poetry to the public with visuals.

In the second module, students research to build knowledge and teach others about animal defense mechanisms. In the first unit, students answer questions and summarize texts about Animal Defense Mechanisms. In the second unit, they research about a Pufferfish and write an informative essay about the defense mechanisms of a Pufferfish. In the third unit, they write a Choose-Your-Own-Adventure narrative piece about their expert animal.

In the third module, students consider perspectives and supporting opinions about the American Revolution. In the first unit, they research the Patriots' perspectives on the American Revolution. In the second unit, they read and discuss the historical fiction play *Divided Loyalties* to understand the Patriot and Loyalist perspectives. In the third unit, they write an opinion piece from the Patriot perspective persuading the colonists to join the Patriot and Loyalist cause in the form of a broadside.

In the fourth module, students gather evidence and speak to others about gender and racial inequality issues in the United States in the 20th century and how the process of Ratifying the 19th amendment teaches us how people were responding to gender and racial inequality at that time. In the first unit, they compare firsthand and secondhand accounts of the same event. In the second unit, they summarize events in a chapter and write an informative essay on the literary analysis of the Theme in *The Hope Chest*. In the third unit, they research how kids can take action and write a Public Service Announcement to share their opinion.

The 4th grade Additional Language and Literacy (ALL) Block works together with the modules to accelerate students' achievement in literacy. The ALL Block instruction consists of two weeks of

instruction with one flex day built in every week. If the module lessons run longer than two weeks, then the teacher uses that flex time to meet the specific needs of students. At VAES, these flex days are used to reinforce reading foundational skills for specific students and engage English Language Learners (ELL) in Designated ELD lessons.

The ALL Block has five components:

1. Independent Reading
 2. Additional Work with Complex Text
 3. Reading and Speaking with Fluency/GUM (grammar, usage, and mechanics)
 4. Writing Practice
 5. Word Study and Vocabulary
- **English Language Development - Non-CORE:** Our Administration team created a plan to integrate support for all teachers in fully implementing SDAIE (“Specially Designed Academic Instruction in English”) in instruction of all students, including those with needs in English Language Development. Our Assistant Principal and our Instructional Assistant, will observe teachers daily, providing feedback on SDAIE integrated strategy implementation, as well as supporting students in the classroom. Additionally, teachers will be led in monthly Professional Development designed specifically around ELD strategies and best practices. During these PD meetings, the Assistant Principal of Instruction and ELD coordinator will guide teachers in adding these strategies into their planning for upcoming lessons, to ensure their continued integration in instruction.

Additionally, we offer designated support for these students during our Garden and Cooking period. During this time, our ELD coordinator will meet with targeted groups to support in their efforts for reclassification, reading comprehension, phonics, and grammar.

1. **English Language Development (ELD):** The English Language Development (ELD) program at Valor Academy Elementary School (VAES) is aligned with the [California English Language Development Standards \(Kindergarten through Grade 12\)](#). Our Transitional Kindergarten Experience Designated ELD Instruction for 45 minutes four times each week. Our K-4 students are specifically grouped based on their English Language Proficiency and placed in small groups within their classroom. Teachers meet with their English Language Learners four times a week in small group, during either their Skills or ALL Block for 30 minutes. Within this structure, students engage in Designated ELD instruction 120 minutes (2 hours) each week and this enables targeted English Language instruction in the context of the ELD standards utilizing teacher-created lessons.

ELLs, who scored a 1 or 2 in their previous Summative ELPAC, are pulled out of the classroom to receive small group instruction, from an instructional aide, once a week for 30 minutes. During this time, the instructional aide delivers Start Smart Designated ELD lessons from LAUSD’s Multilingual and Multicultural Education Department. Instructional Aides engage in monthly English Language Development professional development with the Assistant Principal of Instruction to plan lessons and give immediate feedback through observations. Lastly, we meet the needs of our English Learner population via Specially Designed Academic Instruction in English (SDAIE) across all content areas to foster their English Language Proficiency.

2. **Integrated ELD Supports:** The ELD program will use the same novels and sources as the general ELA classes, in order to ensure they have access to grade level curriculum. General

education teachers, ELD coordinator and Assistant Principal of Curriculum collaborate to ensure supports are provided to meet student needs.

3. **Designated ELD Supports:** ELD supports also take place outside the classroom in ELD Pull-Out sessions, which occur both during our Personal Learning and Technology time, and Pathways. Students are pulled out in groups based on their previous year's CELDT/ELPAC scores. In Pull-Out sessions students are provided with strategies that support what they are learning in their classes, as well as important language acquisition skills specific to their needs. In order to meet the needs of EL and to prevent students from being identified as a long-term EL, students receive instruction with additional curriculum with designated supports that are designed specifically to meet their needs. VAES will use Lindamood-Bell and Rosetta Stone as needed to support students in learning consonant and vowel sounds, sounding out word parts, and dynamics of sentence construction.

2. History – TK - 4th Grade - CORE

The social studies program at VAES is aligned to the History-Social Science Content Standards for California for grades K-4th grade. Teachers backwards plan and develop the social studies curriculum based on these standards and teach their social studies units throughout the school year. In addition, teachers and students develop project presentations that often utilize the social studies standards as the primary focus. During projects, all content areas are integrated. This is a time where students utilized their reading, writing, and mathematical skills to learn about social studies concepts and apply these skills to explore, research, and decide how they will present the information they have learned throughout the social studies units.

- **History - TK/K:** Kindergarten students begin the year learning what it means to be a good citizen in class. We discuss how to behave inside and outside the classroom by having circle time, engaging in one-one conversations or role playing. Kindergarteners track the months of the year, days of the week, and weather during daily calendar time. The first unit of study students focused on was understanding people who work in our community. They learned about neighborhoods and different kinds of homes, various jobs throughout the community, and how to help our community. Students then moved on to learning about Now and Long Ago. We focused on being able to tell the difference between the past, present, and future. Students learned how people had to build their own homes in the past, had to build a fire to cook their food, and grow their own vegetables. We also learned about how school was in the past. We looked at pictures of schools in the past and compared what we saw to how schools are now. To finish off the unit, we will be making our own butter so we can really see what it was like to make our own food! Lastly, we will learn about important American symbols, such as the American Flag, Statue of Liberty or the bald eagle.
- **History – 1st Grade:** In first grade, we started the year off learning about how important it is to be a good and responsible citizen. They learned about the importance of following rules, making good choices, being honest and showing good sportsmanship. Next, students learned about the United States History and our laws, symbols, past presidents, and the importance of voting. After that we started a new unit on The Pilgrims and Native Americans. We learned how they planted their own food, made their own clothing, and how they built their homes. We learned about the relationship between the Pilgrims and Native Americans and how the Native Americans helped the Pilgrims to live off of the land. Our culminating activity after we learned about their “First Thanksgiving” was to recreate a similar “Family Thanksgiving”. We invited all the First Grade Families to come together and share in a memorable meal (feast). In February, we moved on to Black History Month, where we focused on important African American Heroes that have helped to shape our communities today; such as Jackie Robinson, Ruby Bridges, Martin Luther King Jr. and Rosa Parks. Families of Long Ago and Today was our next unit, where students compared and contrasted people of the past and the present. They learned about the importance of having diversity, culture and tradition. Students then learned basic mapping skills; including cardinal directions and how to read a simple map using map symbols and

legend. We closed off our Social Studies year with Economics. Students learned about supply and demand and they learned important tips about saving money and spending it. In Social Studies students completed daily writing assignments to show that they met the day's learning objective. The units were clearly presented using various books, slides and videos to keep students actively engaged and participating. Each unit culminated with a hands on Craftivity, which the students really enjoyed!

- **History - 2nd Grade:** In second grade, students work on the following units of study in social studies: family heritage, geography and mapping, government, and historical heroes. Students begin with learning about where they are in a community, and what a community means and looks like. They are able to create a nested community within their life. Students then get to use a timeline while simultaneously learning about their ancestors. Students will be able to interview a family member, and create a timeline for the important dates and events that took place in that person's life. Students also get to experience our government structure, and the basic principles of a government. Finally, through research, students will get to learn about a variety of heroes from the past, who have done things that have affected our present. Students will get to write a book about that hero, create a poster for that hero, a timeline, and a project that represents the hero they have chosen.
- **History - 3rd Grade:** In third grade, students engage in the following units of study in social studies: geography of the local region, California native tribes, development of local community over time, American citizenship, symbols and government, and economy. Students begin the year learning about their local regions and exploring the various factors that influenced people to settle in California. They then explore the first people in their community and learn about the variety of Native American tribes that thrived in California. They divide into small groups of three to four students to research a region of Native Americans: the Southwest, North, Great Plains, and the East. Students then utilize their research to create a presentation for the class, and present their findings. As the year progresses, students learn about the U.S. Constitution and Declaration of Independent and of their importance. They also explore the judicial system, including the enforcement of laws and what happens when a law is violated. Finally, students learn how the natural resources within their community impacts their local economy and explore some basic economic principles and concepts.
- **History - 4th Grade:** In fourth grade, students focus on California as a changing state. Their units of study include: The main regions of California, the California Missions, the Gold Rush, Local, State, and Federal Governments. Students begin the year learning about the four different regions of California and exploring the different landforms and economy in each region. They formed research groups to explore the special activities and commerce each region offers. Students were divided into the Mountain, Ocean, Valley, and Desert regions. As a culminating activity, students designed a vacation trip to their assigned region using their research. As the year progresses, students learn about the westward movement that led to the founding of California Missions. They explored the importance of the California Missions and its impact on California today. Students worked independently to research a specific Mission and utilized their research to write an informative paper and create a Mission replica through various media. Finally, students will learn about the basic structure of our Local, State, and Federal Governments.

3. Science TK - 4th Grade q

The science program at VAES is aligned with the [Next Generation Science Standards](#) (NGSS). Our teachers create unit plans based on the NGSS utilizing the Understanding by Design backwards planning tool. Each grade level has one science specialist who leads their team in developing the science units. The science specialists from each grade level meet throughout the year to ensure vertical alignment of the science units across the grades. Some science concepts are integrated within the EL Education curriculum and the use of our onsite gardenour teacher ensures students use their experiences in the school garden to support the concepts taught during their life science units in the general education classroom. Our literacy and mathematics instruction are crucial to

equipping our students with the basic literacy and mathematical skills they need to apply to the science curriculum. This is where our students apply their reading, writing, and mathematical skills to support their development of solving problems through engineering (e.g., Designing solutions to problems and using the scientific method to refine solutions.).

- **Science - TK/K:** In kindergarten, students are engaged in the following science units: Forces and Interactions: Pushes and Pulls, Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment, Weather and Climate.
- **Science - First Grade:** In first grade, students are engaged in the following science units throughout the school year: Waves: Light and Sound, Structure, Function, and Information Processing, Space Systems: Patterns and Cycles.
- **Science - Second Grade:** In second grade, students are engaged in the following science units throughout the school year: Structure and Properties of Matter, Interdependent Relationships in Ecosystems, Earth's Systems: Processes that Shape the Earth.
- **Science - Third Grade:** In third grade, students are engaged in the following science units throughout the school year: Motion and Stability: Forces and Interactions, Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms, Inheritance and Variation of Traits Live Cycles and Traits, Weather and Climate
- **Science - Fourth Grade:** In fourth grade, students are engaged in the following science units throughout the school year: Energy, Waves and their Applications and their Technologies for Information Processing, From Molecules to Organisms: Structures and Processes, Earth's Place in the Universe, Earth's Systems, Earth and Human Activity.

4. Math (Math Skills and Problem Solving) - TK-4th Grade - CORE

The mathematics program at VAES is fully-aligned with the [California Common Core State Standards in Mathematics](#) for grades TK through Fourth Grade. Our teachers will use the Bridges in Mathematics (The Math Learning Center) curriculum and resources to deliver the CCCSS in Mathematics. The components of the Bridges curriculum include the following: Bridges in Mathematics, Number Corner, and Bridges Intervention. The Bridges curriculum focuses on developing students' understanding of mathematical concepts and skills through rigorous and engaging lessons that make learning accessible to all students. The Number Corner portion of the curriculum includes calendar work and number of the day routines to review and practice procedural fluency and develop conceptual understanding. Students master their basic fact knowledge and "automaticity" with procedural computation, as well as deepen their understanding of mathematical concepts and develop the ability to solve and explain complex mathematical problems.

- **Math (Math Skills and Problem Solving) - TK/K:** In kindergarten, students begin developing their number sense by learning to read, write, count, and compare numbers 0 to 20. Then, we introduce adding and subtracting within 10 and then later expand to 20. Students use a variety of manipulatives such as connecting cubes, counters, ten frames, dice, and base ten blocks to help them understand addition as putting together and subtraction as taking apart. Next, they progress to numbers beyond ten, specifically teen numbers, and learn about composing and decomposing numbers 11-19 by using groups of 10 and some more 1's. Ultimately, building students' understanding of place value. Lastly, towards the end of the year, students focus more on math vocabulary terms that relate to measurement, classification, positional words and 2D/3D shapes.
- **Math (Math Skills and Problem Solving) - First Grade:** In first grade, students continue to work on developing understanding of addition, subtraction, and strategies for addition and subtraction within 20. Use of manipulatives such as cubes and number lines and strategies like counting on help students to develop their number sense. They study whole number relationships and place value, including grouping in tens and ones. They extend the counting sequence to 120 and use their understanding of place value to add and subtract. Manipulatives such as base 10 blocks and work mats provide them the chance to have concrete experience with place value and regrouping. They collect data to create different types of charts and graphs, such as tally charts, bar graphs, and picture graphs. They read and analyze data on such charts and graphs. Students

develop understanding of linear measurement and measuring lengths. They work with various objects in the classroom to measure length by iterating length units. They also learn to tell and write time with the use of analog clock manipulatives, and reason and discuss time by solving real life problems regarding time. Lastly, they reason about attributes of geometric shapes, as well as compose and decompose geometric shapes.

- **Math (Math Skills and Problem Solving) - Second Grade:** In second grade, students continue to work on mastering their basic addition and subtraction facts and further develop their number sense by working with number grids, number lines, base ten blocks, place value mats, and more. They begin the year with reviewing place value, how to skip count by 2's, 5's, and 10's, and finding number patterns. They also work on learning their single-digit addition and subtraction facts with automaticity. They then utilize these foundational skills to progress to adding and subtracting two and three digit numbers up to 1,000 with regrouping. Thereafter, students explore repeated addition as a foundation for multiplication as well as how to use units of measurement such as inches, feet, centimeters, and meters to make comparisons between objects. Additionally, they practice how to solve problems involving telling time and money. They also learn how to represent and analyze data in charts, bar graphs, line plots and picture graphs. Lastly, they focus on geometry. The students explore two and three dimensional shapes and study attributes such as sides, vertices, edges and faces. They also investigate how to find the area of an object and how to divide shapes into equal parts, further preparing them for multiplication, division, and fraction work in the next grade.
- **Math (Math Skills and Problem Solving) - Third Grade:** In third grade, students begin the year reviewing and reinforcing the concepts of place value. Then, they work to solidify their conceptual understanding, fluency, and application of triple-digit addition and subtraction. As the year progresses, they learn the basic foundations of multiplication and division. They work with manipulatives, using a hands on approach, to solidify their understanding. Once they have a strong foundation of what multiplication and division are, they work on learning their multiplication and division facts with automaticity; building their proficiency in utilizing a variety of strategies to solve multiplication and division problems. They learn and apply various mathematical properties such as the identity, commutative, associative, and distributive properties. Additionally, they learn to understand, plan, solve and check word problems using multiple operations and multiple steps. Next, they develop an understanding of fractions as part of a whole and part of a set. They learn how to read, write and represent fractions as well as how to solve number stories involving fractions. Students also explore when a fraction is equivalent to one whole and when a fraction represents a number greater than one whole. They also practice how to identify equivalent fractions and how to compare fractions. Students then practice how to measure capacity and mass, how to tell time to the minute, calculate time intervals, how to represent and interpret data on scaled graphs, and how to find the perimeter and area of objects. Lastly, students explore concepts of geometry including angles, polygons, and quadrilaterals.
- **Math (Math Skills and Problem Solving) - Fourth Grade:** In fourth grade, students begin the year reviewing and reinforcing the concept of place value for multi-digit numbers. Then, they move on to adding and subtracting multi-digit numbers. They work on developing their understanding and fluency in multiplying one- and two-digit numbers. This prepares them to engage in solving a variety of word problems using the four operations. The fourth graders analyze patterns and sequences to gain familiarity with factors and multiples. As the year progresses, fourth graders develop their understanding of equivalent fractions, decimal notation for fractions, and comparing decimal fractions. Additionally, they work on solving problems involving measurement and conversion of measurement from a larger unit to a smaller unit, representing and interpreting data, and understanding concepts of perimeter and area. Lastly, fourth graders work on measuring, drawing and identifying lines and angles, and classify shapes by their properties of lines and angles.

Physical Education-

- The physical education program at VAES is aligned to the Physical Education Standards. Our P.E. teacher utilizes teacher-created lessons and units based on the standards to develop students' gross motor skills and team-playing skills. The following units are taught throughout the school year:

- Building Foundation- Movement as a Group
- Hand Eye Coordination (tennis ball)
- Agility, Footwork, Body Movement Drills
- Introduction to Soccer: Dribble, Pass, Shoot Drills
- Introduction to Handball
- Introduction to Basketball
- Building Hand Eye Coordination (Frisbee)

1.11 b: Innovative Curricular Components of the Proposed Educational Program

All Bright Star schools embed the following five innovative curricular components into its' educational program.

1. **PERSONALIZED LEARNING:** Our program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase student ability to use academic standards to solve, experiment, create, and innovate in core classes.
2. **RESEARCH BASED:** Our approach is to adopt curricula that is fully aligned to the Common Core Standards. We research rigorous curricula, using EdReports as a starting point, and engage stakeholders in a curriculum adoption process. The majority of the stakeholders in the adoption process consist of classroom teachers. Once a curriculum is adopted, VAES teachers use a modification of the Understanding by Design (UBD) Backwards Mapping Model, which includes the mastering of standards. Teachers work from summative assessment that encapsulates the core learnings for the unit. Ideally, this assessment shows a real world application of the key learnings. Then, teachers work backwards to design the key learning experiences for students.
3. **COLLEGE SUCCESS:** Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities and higher education, but also to be successful once they get there—as noted below in explanations of our grading system, independent reading requirement, and graduation requirements. Even in elementary school, there is consistent focus on the ability to be academically ready and prepared for college at high school graduation.
4. **INCREASED ACADEMIC PROFICIENCY:** We DO NOT socially promote our students before they meet grade level standards. These goals include GPA, completion of all assignments throughout the year, performance on summative exams, and passing of writing exams. This is not to be convoluted with a “no excuses” or a high standards/no support model. Rather, this approach encourages teachers to ensure that every student learns all of the content in the required grade level. Students have multiple opportunities to retake or resubmit unsuccessful assignments and assessments and receive numerous Tier I, II, and III supports.
5. **PROFICIENCY REQUIREMENT:** Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades below a C. For students who are performing below grade level or who are historically low performers, please refer to Student Success Teams and our intervention programs in the Intervention and Enrichment programs section below, as well as the description above of No Social Promotion.

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

- **Academic English** - a designated English Language Development Program help EL students develop the literacy skills necessary to access the core curriculum

- **Foundational Math** – this is a supplementary math class to provide students with additional support in filling in missing skill sets along with intensive practice on performance tasks type assignments.

6. **A RIGOROUS FOCUS ON LITERACY:** We have implemented a coaching initiative that provides weekly support to all teachers in all subject areas. With the integration of the Danielson Framework and evaluation philosophies, both teacher and coach (APs) are able to establish clear action size goals that are implemented on a weekly basis. The coaching process is non-evaluative and offers support to meet the needs of all teachers. Through the coaching process, teachers are encouraged to rise to their potential and professional growth. Teachers are empowered to become instructional leaders to have an authentic impact on teaching practices in the classroom. The purpose of evaluations is to create a two way accountability for ensuring the quality of instruction in all classrooms. Evaluations are conducted by the principal and provide a more complete picture of a teacher’s practice.

1.11c: Intervention and Enrichment Programs

- **Art - TK-4th grades:** The art program at VAES is aligned to the [California Visual Arts Standards](#). Students in Art class are learning Elements of Art which include: Shape, Lines, Color, Texture, Value, Form and Space. Students are also being introduced to Modern artists and past artists. The type of lesson taught is all dependent on their grade level. In various ways, students expand their understanding of Art far beyond just coloring a page or cutting and pasting. In class, students explore with the smartboard and various games within the smartboard program related to the topic or lesson. Students are also using Kagan Strategies, which demonstrate their understanding of the topic and promote cooperation and communication in the classroom. In doing this, it helps to boost students' confidence and retain their interest in classroom interaction. For example, understanding the usage and diversity of lines and the way it is used to create art. Students are asked to come up and draw the lines they have learned and turn and talk with the partner to discuss what lines can create and the name of the lines. Students are introduced to various mediums used in art. For example, paint, watercolors, pastels, clay, crayons, colored pencils and different types of paper and different ways to use them. Students are taught and shown how to use these mediums properly and how to take care of their tools. In teaching students how to take care of their tools they are learning responsibility on top of learning art. In learning about mediums students are taught another element, for example, Colors. They are taught from the basic primary colors to secondary colors to tertiary color. How they are created, which colors compliments each other and which colors are cool and which colors are warm. They take what they have learned and start to use the mediums to explore and create beautiful artwork.

As progression happens throughout the year, students are then introduced to various artists to make a connection to their artwork. For example, learning about Pablo Picasso and his cubism influence on artists today or more modern artists like Andy Warhol and his pop art. Students take the information and background of the artist they have just learned and make some connections and get inspired. Students then proceed to show their understanding of what is expected of them in using the elements of art and to create and make their artwork their own. In this art program it is that it is not only to explore and expand their creative side but to also refine their motor skills, gain confidence, teach them accountability and collaboration and learn that perseverance and hard work pay off. Art should be fun for them so that they take what they have learned in art and use it in other classes or even outside of school in their everyday lives.

- **Garden/Cooking - TK - 4th Grades:** The garden program at VAES is aligned to the [Eco-literacy Principles](#). Our garden teacher utilizes the Life Lab curriculum and teacher-created lessons to engage students in the development and maintenance of the school garden.

The program is structured in a way that allows each class to experience the garden curriculum once a week in a small group. Half the class experiences gardening, while the other half has the opportunity to

participate in tech time. After 20 minutes, the groups switch. This allows students to learn how to manage garden tools safely, make close-up observations of plants and insects, and engage in individualized, teacher-guided observations and lessons. In the garden, students are exposed to the wonders of nature. The “Big Idea” that we have been teaching our students is that all of our food comes from plants and animals, which grow in gardens and live on farms. Our students have also been focusing on soil composition and have been spending a lot of time preparing the beds for planting.

In the beginning of the year, students spent time building and developing their understanding of recycling and composting, and studied how various blends of soil and compost affect each item grown. Students also added ladybugs to the garden to help control pests. Students learned about the symbiotic relationship between bugs and plants. Additionally, students had the opportunity to plant various winter greens. The students would water the plants and document observations of the various stages of growth on a weekly basis. When it was time to harvest the plants, students had the chance to eat something that they saw grow from a seed into a plant.

Due to our mid-year move to a new location, students were able to use their prior knowledge to build another garden from scratch. They planted garden beds based on themes, such as a Salsa garden (tomatoes, onions, cilantro and garlic) , Strawberry patch, “Rootville” (beets and potatoes and carrots), Lettuce Land and Herb Home.

Additionally, VAES students are able to turn these learnings into nutritious meals through cooking class, where students learn about kitchen safety, as well as all of the different parts of a plant and how to consume. The students learned all about and got a chance to sample, stem vegetables, edible roots, leaves, seeds and flowers, including that of carrots, broccoli, cauliflower, sunflower seeds, pumpkin seeds, lettuce, beets, chamomile and rose tea, celery and so much more. They had to follow a set of instructions and clean up after themselves.

- SEL/RULER Program- VAES emphasizes the importance of emotional intelligence. For this reason, VAES dedicates intentional time to deliver lessons and have discussions around social-emotional topics using Yale’s social-emotional curriculum, RULER. These lessons have been strategically identified through student culture surveys and xSEL Labs assessments. Through RULER, students are able to identify, recognize and express their emotions (Mood Meter). Students are able to create a common understanding to respect each others’ space and choices (Class Charter). Students are also able to recognize how to handle and work through big emotions (Meta-moment). Lastly, students are able to create plans on how to handle conflict and situations (Blueprint).
- Free Choice/ Exploration Time- VAES has embedded Free Choice and Exploration Time in the school day for our early primary grades for three reasons: gauge our students’ needs, see values /SEL lessons come to fruition, and to allow students to engage in play. During this time, teachers are able to check in on students that may have struggles coming to school such as possible home situations or arguments. Teachers are also able to observe students’ interactions with their peers to identify needs to focus on. In the early months of the school year, many observations of sharing and taking turns are identified and focused on through SEL Lessons.
- Family Time- In order to establish a cohesive community, each class has Family Time in the morning for students to check in and share how they are doing. During this time, students share their needs and gratitude for their peers. These morning meetings allow classes to form a family environment to support each other. In addition, students and teachers check in about what’s in store for the day so they are able to clarify any questions.

Intervention

Response to Intervention (RTI) model

At VAES, RTI is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are identified by procedures established by each school site, including CAASPP results, ELPAC results, student performance below 70% in a core subject area and/or a failing grade. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. teacher assistant) and teachers during a scheduled RTI during the students' advisory period. Progress is monitored to assess the students' progress on a monthly meeting during the COST meetings

A. Components of Response to Intervention (RTI) model

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

1. **HIGH QUALITY, RESEARCHED BASED CLASSROOM INSTRUCTION:** At VAES, classroom teachers are expected to differentiate instruction to students through researched-based strategies and techniques. The Vice President of Curriculum and Instruction works closely with each site to assist in the implementation of current instructional practices. Classroom teachers are required to attend a two to three week-long professional development prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. VAES requires the teachers to attend professional development sessions once a week and on six professional development days throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year. The principal and assistant principal are required to attend monthly instructional meetings led by the Deputy Superintendent of Education. The site is formally visited by the Deputy Superintendent of Education each month. During those visits, the site administrator and the Deputy Superintendent of Education visit each classroom to review instruction. Accomplishments are acknowledged and, if needed, an action plan is developed to enhance instruction. The action plan is monitored by both the site administrator and the Deputy Superintendent of Education.
2. **ONGOING STUDENT ASSESSMENT:** At VAES, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include district created benchmarks, teacher created tests, assignments, and quizzes. Students will receive feedback on their work at least once per week and complete a formal assessment no less than every five weeks. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel use Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Success Teams to review the data and make educational decisions.
3. **TIERED INSTRUCTION:** The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.
4. **PARENT INVOLVEMENT:** VAES strongly believes that instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their students. Parents are also asked, but not required, to volunteer at their child's school. We encourage parents to aspire to volunteering forty hours a year coordinating and participating in a

variety of school activities; however, it is in no way required and parents who do not volunteer are not penalized.

B. Response to Intervention (RTI) as a response to disproportionality

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

C. VAES's Response to Intervention model

As mentioned, the RTI model allows VAES to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various subgroups of students. Teachers use frequent checks for understanding and weekly formative assessments to determine if students are grasping the material. Students who are struggling receive Tier I interventions. Interventions are gradually increased if the lowest tier does not prove effective.

1. **TIER ONE: CORE INSTRUCTION:** Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. We believe that there are four key components that are critical to effective and powerful instruction. They are:
 - a. Essential skills and strategies are taught regularly thus providing students with the essential skills necessary to make meaning of the work they are presently working on, along with work they will encounter in the future. For example, across the curriculum, students are taught a strategy to comprehend and summarize complex informational reading texts.
 - b. Formative assessments are administered, and teachers use the results of student data to provide individual instruction and to group students for future instruction on the topic based on zone of proximal development.
 - c. Opportunities are given to apply skills and strategies throughout the instructional day. For example, the strategy mentioned in part for summarizing informational texts is used consistently across all disciplines.
 - d. Student progress is monitored regularly with interventions given as needed. While teachers are monitoring student progress in their individual classes on a weekly basis, they are also monitoring students overall progress across all subject areas in monthly grade level meetings. Students who are exhibiting difficulties across multiple areas may be referred for an SST.

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

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

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

Additionally, tutoring classes (afterschool and during enrichment period)are run by content teachers, and provide support in ELA and Math. Teachers use benchmark assessment data to select the students in most need for additional support, and invite to their daily tutoring. Students in tutoring are provided support for topics being covered in class, in addition to building block skills that support the grade level standards. Students are assessed at the end of each unit to determine their need to remain in the tutoring class. Though most seats are reserved for students assigned by the teacher, additional students may join tutoring at any time for additional support. In addition, students who need additional support are supported through the SSPT process with the teacher and school counselors. Administration and Inclusive Education Team support during tier 3 of the SSPT process.

Students with ELD designations or receiving support through an IEP also have this option, where they can receive support on homework, projects, classwork, or anything else, from providers that can support their unique needs.

1.11d Curricular and instructional materials

VAES uses textbooks and materials aligned with the school’s mission and vision of helping students to master the Common Core Standards and the Next Generation Science Standards. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. VAES will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school wide plan. The list of textbooks is located below.

Chart: Textbooks

Grade	English Arts and ELD	Mathematics	History/Social Science	Science
TK-4th Grade	EL Education (Open Up Resources:	My Math (McGraw Hill	EL Education (Open Up Resources)	EL Education (Open Up Resource)

	Expeditionary Learning)	Education) 2016-2020 Bridges (The Math Learning Center)- 2021- Future	Additional reinforcement through Teacher-Created Projects (based on History Social Science California State Standards),	Mystery Science Additional reinforcement through Teacher-Created Lessons/Projects (based on NGSS),
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1.12 is not applicable to VAES

1.13: Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

The mission of VAES relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and driven by data. As certain practices in teaching have proven to engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Grade Level Teams collaborate a minimum of twice per week to create rigorous lessons that support all content areas. Specialists for each content collaborate vertically with other grade levels and administration to ensure alignment. Additionally specific content PD is made available to content leads in each grade level. Structured lessons allow for clear expectations from students and teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We will model our instructional methodologies and data-driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes.

VAES will subscribe to the following strategies in order to drive strong academic outcomes:

- Standards-based curriculum and instruction
- Organized and systematic approach to instructional delivery
- Schoolwide systems and structures
- Intervention Support Strategies
- Engagement Intensive Student-Teacher Interaction Techniques

1. **Standards-based Curriculum and Instruction:** VAES’ curriculum is based on the Common Core standards, Next Generation Science Standards and the English Language Development (ELD) Framework. All teachers will analyze state content standards, Common Core standards and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. They will then frame their lessons to ensure that they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.
2. **Organized and Systematic Approach to Instructional Delivery:** Consistent instructional approaches and strategies a part of our philosophy because effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We establish a

system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.

- **Standards Mapping** – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
- **Syllabus** – In the upper elementary grades (3-5), each course will have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.
- **Weekly overviews**—Teachers are responsible for submitting lesson plans on a weekly basis. Teachers who teach the same content for the same grades are expected to common plan to ensure instructional consistency. Weekly overviews are submitted to the Principal. S/he is responsible for the evaluation of the overviews and provides feedback to the teachers.
- **Common Whiteboard Configuration**—Teachers use a common whiteboard configuration (WBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy in Harlem, NY, the blackboard configuration is an instructional accountability system that streamlines the content of that day’s lesson. The WBC includes minimally:
 1. The standard
 2. Homework
 3. Day’s Agenda
 4. Do Now
 5. Important dates

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

Along with the WBC, administrators will look for a student help desk/area. As VAES believes in allowing students multiple chances to improve their grade, teachers will allow for missing assignments (MIs). Each classroom teacher will have an area designated for students to help themselves: find additional copies of all assignments, a schedule of all homework missed and a clear procedure for submitting MIs, clearing their MI grade and receiving their grade back.

3. **School-wide systems and structures:** We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, etc. Administrators will work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share with new teachers’ systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems will be refined and new systems and structures will be implemented as needed to achieve the same objective – utmost time spent on student learning.
4. **Engagement Intensive Student-Teacher Interaction Techniques:** VAES will provide a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We will implement three components to ensure that teacher and student interaction is high:
 - **Kinesthetic Learning.** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement

during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.

- **Checks for Understanding.** By including frequent and consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teaching gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.
 - **Proven Instructional Techniques.** We will also use a variety of academic and behavioral techniques that reinforce student expectations. VAES strategically selects two to three instructional techniques as a focus in professional development sessions such as reader's theater, or community circles. Teachers engage in training and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.
5. **Data Driven Instruction:** Essential to the future school's success and student success, VAES has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) will play an enormous role in designing curriculum and ensuring that VAES is preparing all students to see college as a legitimate choice.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

At least monthly, the Principal will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including the new California Assessment of Student Performance and Progress and ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement formalized diagnostic assessments, which will provide data at least three times per year informing student grouping, Lexile levels, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our daily teaching practice. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Grade levels (all grades) will be provided with common planning time that they will use to examine data at least monthly. The Principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

1.14: Instructional methodologies and curriculum to support implementation and ensure student mastery of the California content and performance standards

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

VAES's curriculum is based on the Common Core Standards. All teachers analyze Common Core standards. The VAES program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. Personalized learning is done through daily small group time in ELA and math blocks. Typically, each block is broken down into: 60% whole group instruction, 30% small group instruction, 10% wrap up/closure. In order to personalize instruction, teachers consider student academic level based on benchmark data, students' microphase, learning gaps/goals, and student interest. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase students' ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning, and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

Below, we list the subject-specific methodologies and rationales for the curriculum.

1. Language Arts

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

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

Our English writing program is based on teaching students:

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

Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences. Written and oral English language conventions are emphasized at every grade level. Teaching students how to listen and speak is another extremely important part of our program. Therefore, we reinforce correct oral English language skills in all their subjects. Even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

- b. **Assessment Methods and Tools:** At VAES, we administer several assessments to ensure a complete understanding of students' knowledge and deficits in ELA. Students complete end of unit projects that are aligned to CA Common Core Standards and scored on rubrics assessing performance on each skill. Students are assessed using the NWEA MAP Norm Referenced exams, to assess growth towards grade level content mastery. Upper grade students are assessed using ICA and IABs throughout the year. Lastly, students are administered the CAASPP in the final unit of the year to measure year-long growth.

Teachers' daily lesson plans are aligned to a learning target derived for a larger common core standard. Teachers assess students daily through formal and informal means to ensure students are incrementally mastering the standards. Additionally, all teacher final projects are required to measure mastery of CCSS. Projects are created (through network wide collaboration) to mimic a SBAC performance task. Network benchmark assessments are aligned to the Computer Adaptive Portion of the SBAC.

2. **History/Social Studies**

- a. **Instructional Methodologies and Rationales:** Students at VAES will expand their understanding of history by studying people and events of the past. We make sure our students learn geography and the important facts associated with geography. Additionally, there is a strong focus on reading strategies specific to historical documents and writing analytical essays responding to interpretative issues in history. Students routinely read primary source documents (at least one per unit) and answer document based questions at every grade level. Map skills and the ability to identify the places they study in history on maps is an essential component of this study. T Beyond geography, emphasis is placed on the everyday lives, problems and accomplishments of people; how developing social, economic and political structures are necessary to maintain a civilization and a standardized culture of living; as well as in establishing and spreading ideas that help transform the world forever—are some of the concepts that students learn. Students develop higher levels of critical thinking by analyzing the interactions among various cultures, emphasizing their enduring contributions and the link—despite time, between the contemporary and historical worlds.

Fundamental to our students' understanding of history is the question of how is the past relevant to their lives today. In order for history to “come alive” they are able to relate it to their own lives, experiences and situations. Several specific methods are used to help our students tie people, places and events of history to their lives today. Students build timelines and make comparative charts for each culture that they study. Their building of knowledge and understanding are cumulative as each society or series of events is then added to those that have come before. This knowledge is tested through midterm and final exams that are cumulative in nature. In addition, students study the “rites of passage” from each society and compare them to the rites of passage that exist in our

own societies and cultures. Our teaching of history is broken down into units aligned with California content standards. The literature and drama we embed into our novel-based Language Arts program highlight themes from these different units.

- b. **Assessment Methods and Tools:** Embedded in our ELA curriculum, students are assessed on social studies standards alongside ELA standards. Projects are also assigned and used as assessments to evaluate how students apply their learning of social studies standards.

3. Mathematics

- a. **Instructional Methodologies and Rationales:** We believe that successful instructional strategies are contextual and practice-based in Math. Teachers employ instructional approaches appropriate for the material they are teaching with a focus on including complex real world problems which require students to generate and defend their own answers, as required for the Common Core. One hallmark of teaching at VAES is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, high-order thinking. Teachers are responsible for driving the student learning deeper than the mere accumulation of skills and knowledge to conceptual understanding. They are supported with training and coaching on incorporating call and response, whole body “hands on” learning and role-playing to respond to kinesthetic-tactile learners. One might find in a math class, students working in groups on mini whiteboards with their own Expo markers to solve a problem their teacher posed.

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

- i. Direct instruction and lecture
 - ii. Teaching models
 - iii. Problem solving
 - iv. Inquiry Based Investigation
 - v. Demonstration, explanation and teacher-facilitated discussions,
 - vi. Cooperative learning groups
 - vii. Socratic Seminar and Class Discussion
 - viii. Student practice materials.
- b. **Assessment methods and tools used include:**
 - i. Teacher-designed tests
 - ii. District-wide Norm Referenced Tests
 - iii. Publisher-made tests and assessment
 - iv. NWEA Map Assessment
 - v. Class participation
 - vi. Notebooks
 - vii. Homework
 - viii. Culminating Projects and Performance Tasks
 - ix. Smarter Balanced Assessment System summative and formative assessments.

4. Science

- a. **Methodologies and rationales:** Science classes will be based on the Next Generation Science Standards and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an essential question that frames the specific content of the unit

within the context of one of the following crosscutting concepts: patterns, cause and effect, scale proportion and quantity, systems and systems models, energy and matter, structure and function, and stability and change. When the teacher focuses the lesson on the cross-cutting concept of cause and effect and funnels it through thoughtful “Enduring Understandings and Essential Questions,” the unit and science instruction has greater real world relevance and forces students to move beyond just a procedural understanding of how science works. This further allows concepts to come to life through investigation and experimentation.

- b. **Assessment Methods and Tools:** Our Science program is assessed very closely to our Math program and utilizes the following features:
- Teacher-designed tests
 - District-wide Norm Referenced Tests
 - Publisher-made tests and assessments
 - NWEA Map Assessments
 - Class participation
 - Notebooks
 - Homework
 - Culminating Projects and Performance Tasks
 - Smarter Balanced Assessment System summative and formative assessments

1.15. Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the school will ensure that students will be prepared to take computer-based state standardized assessments.

VAES graduates will be savvy consumers and producers of media and will use technology in order to enhance learning. To ensure that students are learning skills to be savvy consumers, students are provided tech time throughout the day in their personalized learning time. Teacher and staff model usage and programs and support students as they are using it during personalized learning. As such, VAES has adopted a number of computer based learning tools and resources including:

- **Reading A-Z-** Available to all students to have access to leveled texts and differentiated reading comprehension materials.
- **SeeSaw-** Available to our TK-2 grade students. This program allows for students to compose a portfolio of work and activities to demonstrate their understanding of concepts and skills.
- **MobyMax-** Available to all students. This program is used to support students that are struggling in specific strategies and skills. Lesson and practices are aligned to common core standards and assigned by teachers. This is an adaptive program so students that are advanced are able to have access to skills and concepts in the next grade level. In addition, this program provides reading assessments to determine student reading level.
- **ReadWorks-** This program is available to all students. Teachers are able to choose from a variety of reading practices that reinforces skills and concepts. These activities and lessons are all online and can be submitted by students for teacher feedback.
- **Prodigy-** This program is available to all students. This game based program allows students to practice skills they are currently learning or to spiral back to skills they have learned in the past.

- **Typing Club, Jr.** - This program is available for students in first grade and above. This game based program allows students to practice their typing skills.
- **BrainPop, Jr.**- Videos from Brain Pop and Brain Pop jr are available to all teachers to reinforce concepts in ELA, Math, Social Studies, and Science.
- **Khan Academy** is a computer-based assessment and math skills program. Students at all ability levels will use Khan Academy for instruction and practice to both fill skill deficits and to enhance understanding and retention. Students routinely use Khan Academy both on and off campus.
- **Typing Club and NitroType** are two programs used to improve student keyboarding skills, with the aim of removing typing as a barrier to student proficiency using technology.
- **Google Classroom and Apps** are used in the upper primary (3rd and 4th grade) classes to assist students in conducting research and evidence collection for projects, word processing, spreadsheet creation/usage, and presentation software. Students use Google Classroom to access materials from their classes that teachers have uploaded. Students access Google Docs, Sheets, and Slides to write essays, complete writing assignments, build spreadsheets to track information in Math and Science, create presentations for final projects, and to collaborate with classmates on projects and assignments.

1.16-19 are not applicable to VAES

Transitional Kindergarten

1.20: For elementary schools: Include a description of the school's Transitional Kindergarten program.

The scope and sequence for transitional kindergarten through fourth grade will be based on the Common Core State Standards.

VAES shall comply with all applicable requirements regarding transitional kindergarten. TK students will be integrated into the general Kindergarten classroom and will receive targeted instruction in the prerequisite skills required for mastering the Kindergarten Common Core Standards. This may require additional coaching and instruction on those social emotional skills required to assist students in their success. As mentioned, VAES highly values social-emotional learning and has embedded SEL into the curriculum.

VAES will incorporate a strong transitional kindergarten program. Our program will differentiate instructional and social needs for each student. The Transitional Kindergarten program will be for any student whose fifth birthday falls between September 1st and December 1st. We will employ strong practices in early childhood development like language development, fine and gross motor development, and foundational background in mathematics, science and social studies. The transitional kindergarten program will use the same curriculum as our kindergarten program (curriculum program detailed in upcoming section) but pacing and instructional delivery is monitored through the differentiated needs of the students and use of data collection. For instance, transitional kindergarten students may not progress in their guided reading levels as quickly as their kinder counterparts, and the teachers will plan guided lessons particular to the needs of the transitional students.

Academic Calendar and Schedules

1.21: Academic calendar for the first year of the new charter term

Bright Star Schools 2021-2022

Academic Year Calendar



1.22: Comprehensive set of sample daily schedules

Lower Primary Comprehensive Schedule- TK-1:

Regular (Monday, Tuesday, Thursday, Friday)				Early Release Schedule - Wednesdays + 7 Additional Days			
	Start Time	End Time	Minutes		Start Time	End Time	Minutes
Exploration Time	8:00 AM	8:15 AM	15	Exploration Time	8:00 AM	8:15 AM	15
Skills & ELD	8:15 AM	10:00 AM	105	Morning Meeting	8:15 AM	8:45 AM	30

Recess	10:00 AM	10:20 AM	0		Skills & ELD	8:45 AM	10:00 AM	75
EL Module	10:20 AM	11:30 AM	70		Recess	10:00 AM	10:20 AM	0
Lunch	11:30 AM	12:20 PM	0		EL Module	10:20 AM	11:30 AM	70
Math	12:20 PM	1:20 PM	60		Lunch	11:30 AM	12:20 PM	0
Block 4	1:20 PM	2:20 PM	60		Math	12:20 PM	12:50 PM	30
Pack up/Clean Up	2:20 PM	2:30 PM	10		Pack up/Clean Up	12:50 PM	1:00 PM	10
PE	2:30 PM	2:45 PM	15				Total Mins	230
		Total Mins	335					

Lower Primary Comprehensive Schedule- TK-1 (Morning)-

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:35	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:35-7:40					
7:40-7:45					
7:45-7:50					
7:50-7:55					
7:55-8:00					
8:00-8:05	Exploration Time	Exploration Time	Exploration Time	Exploration Time	Exploration Time
8:05-8:10	Morning Meeting/ Family Time/ Calendar	Morning Meeting	Morning Meeting/ Family Time/ Calendar	PE	Morning Meeting/ Family Time/ Calendar
8:10-8:15					
8:15-8:20					
8:20-8:25					
8:25-8:30					
8:30-8:35					
8:35-8:40	Garden/ ELD Pullout	Transition	Transition	Skills & ELD	
8:40-8:45					
8:45-8:50					
8:50-8:55					
8:55-9:00					
9:00-9:05					
9:05-9:10	PE	Transition	Art	Skills & ELD	
9:10-9:15					
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35					
9:35-9:40	PE	PE	Cool Tools/Community Building	PE	
9:40-9:45					
9:45-9:50					
9:50-9:55					
9:55-10:00					
10:00-10:05					Recess
10:05-10:10					
10:10-10:15					
10:15-10:20					
10:20-10:25					
10:25-10:30	EL Education Module	EL Education Module	EL Education Module	EL Education Module	EL Education Module
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11:00					
11:00-11:05					
11:05-11:10					
11:10-11:15					
11:15-11:20					
11:20-11:25					
11:25-11:30					
11:30-11:35					

Lower Primary Comprehensive Schedule- TK-1 (Afternoon)-

11:30-11:35	Lunch Time									
11:35-11:40										
11:40-11:45										
11:45-11:50										
11:50-11:55										
11:55-12:00										
12:00-12:05										
12:05-12:10										
12:10-12:15										
12:15-12:20										
12:20-12:25						Math	Math	Math	Math	Math
12:25-12:30										
12:30-12:35										
12:35-12:40										
12:40-12:45										
12:45-12:50										
12:50-12:55										
12:55-1:00										
1:00-1:05										
1:05-1:10										
1:10-1:15	Carpool									
1:15-1:20										
1:20-1:25	Science/Social Studies (Labs)	Skills & ELD	EL Education Grade Planning Meeting	Skills & ELD	Science/Social Studies (Labs)					
1:25-1:30										
1:30-1:35										
1:35-1:40										
1:40-1:45										
1:45-1:50										
1:50-1:55										
1:55-2:00										
2:00-2:05										
2:05-2:10										
2:10-2:15										
2:15-2:20										
2:20-2:25	Pack-up/Clean up	Pack-up/Clean up		Pack-up/Clean up	Pack-up/Clean up					
2:25-2:30										
2:30-2:35	PE	PE	Staff Meeting	PE	PE					
2:35-2:40										
2:40-2:45	Carpool	Carpool		Intervention	Carpool	Carpool				
2:45-2:50										
2:50-2:55										
2:55-3:00										
3:00-3:05										
3:05-3:10										
3:10-3:15										
3:15-3:20										
3:20-3:25										
3:25-3:30										
3:30-4:00										

Upper Primary Comprehensive Schedule- 2-4:

Regular (Monday, Tuesday, Thursday, Friday)				Early Release Schedule - Wednesdays + 7 Additional Days			
	Start Time	End Time	Minutes		Start Time	End Time	Minutes
Morning Meeting	8:00 AM	8:15 AM	15	Morning Meeting	8:00 AM	8:15 AM	15
EL Module	8:15 AM	9:25 AM	70	EL Module	8:15 AM	9:25 AM	70
EL Skills/ELD	9:25 AM	10:25 AM	60	EL Skills/ELD	9:25 AM	10:25 AM	60
Recess	10:25 AM	10:45 AM	0	Recess	10:25 AM	10:45 AM	0
Math	10:45 AM	12:10 PM	85	Math	10:45 AM	12:10 PM	85
Lunch	12:10 PM	1:00 PM	0	Lunch	12:10 PM	1:00 PM	0
Independent Reading	1:00 PM	1:10 PM	10	Independent Reading	1:00 PM	1:10 PM	10
Block 4	1:10 PM	2:15 PM	65			Total Mins	240
Block 5	2:15 PM	3:00 PM	45				
		Total Mins	350				

Upper Primary Comprehensive Schedule- 2-4 (Morning):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:35	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:35-7:40					
7:40-7:45					
7:45-7:50					
7:50-7:55					
7:55-8:00					
8:00-8:05	Morning meeting/	Morning meeting/	Morning meeting/	Morning meeting/	Morning meeting/
8:05-8:10	Family Time	Family Time	Family Time	Family Time	Family Time
8:10-8:15	EL Education Module	EL Education Module	EL Education Module	EL Education Module	EL Education Module
8:15-8:20					
8:20-8:25					
8:25-8:30					
8:30-8:35					
8:35-8:40					
8:40-8:45					
8:45-8:50					
8:50-8:55					
8:55-9:00					
9:00-9:05					
9:05-9:10					
9:10-9:15					
9:15-9:20					
9:20-9:25					
9:25-9:30	EL Education Skills Block/ ELD	EL Education Skills Block/ ELD	EL Education Skills Block/ ELD	EL Education Skills Block/ ELD	EL Education Skills Block/ ELD
9:30-9:35					
9:35-9:40					
9:40-9:45					
9:45-9:50					
9:50-9:55					
9:55-10:00					
10:00-10:05					
10:05-10:10					
10:10-10:15					
10:15-10:20					
10:20-10:25					
10:25-10:30	Recess				
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11:00					
11:00-11:05					
11:05-11:10					
11:10-11:15					
11:15-11:20					
11:20-11:25					
11:25-11:30					
11:30-11:35					
11:35-11:40	Art				
11:40-11:45					
11:45-11:50					
11:50-11:55					
11:55-12:00					
12:00-12:05					
12:05-12:10					
12:10-12:15					

Upper Primary Comprehensive Schedule- 2-4 (Afternoon):

12:10-12:15	Lunch					
12:15-12:20						
12:20-12:25						
12:25-12:30						
12:30-12:35						
12:35-12:40						
12:40-12:45						
12:45-12:50						
12:50-12:55						
12:55-1:00						
1:00-1:05						Independent reading
1:05-1:10	Independent reading	Independent reading	Independent reading	Independent reading	Independent reading	
1:10-1:15	Social Studies/ Science Block	Math	Carpool	Pack Up	Social Studies/ Science Block	
1:15-1:20				PE		
1:20-1:25						
1:25-1:30						
1:30-1:35						
1:35-1:40						
1:40-1:45						
1:45-1:50						
1:50-1:55						
1:55-2:00						
2:00-2:05	EL Education Grade Planning Meeting	Community Building/SEL	Garden/ ELD Pullout		PE	
2:05-2:10						
2:10-2:15						
2:15-2:20						
2:20-2:25						
2:25-2:30						
2:30-2:35						
2:35-2:40						
2:40-2:45						
2:45-2:50						
2:50-2:55	Pack up	Pack up	Carpool	Carpool		
2:55-3:00						
3:00-3:05						
3:05-3:10						
3:10-3:15						
3:15-3:20	Intervention	Staff Meeting			Intervention	
3:20-3:25						
3:25-3:30						
3:30-3:35						
3:35-3:40						
3:40-3:45						
3:45-4:00						
3:45-4:00						

Minimum Day Schedule

Lower Primary Schedule

Minimum Day			
	Start Time	End Time	Minutes

Exploration Time	8:00 AM	8:15 AM	15
Morning Meeting	8:15 AM	8:30 AM	15
Skills & ELD	8:30 AM	9:10 AM	40
EL Module	9:10 AM	10:00 AM	50
Math	10:00 AM	10:40 AM	40
Lunch	10:45 AM	11:25 AM	0
Pack up/Read Aloud	11:25 AM	11:40 AM	15
		Total Mins	175

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:35	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:35-7:40					
7:40-7:45					
7:45-7:50					
7:50-7:55					
7:55-8:00					
8:00-8:05	Exploration Time	Exploration Time	Exploration Time	Exploration Time	Exploration Time
8:05-8:10					
8:10-8:15					
8:15-8:20					
8:20-8:25					
8:25-8:30					
8:30-8:35	Skills & ELD	Art	Skills & ELD	Skills & ELD	Skills & ELD
8:35-8:40					
8:40-8:45					
8:45-8:50					
8:50-8:55					
8:55-9:00					
9:00-9:05	EL Education Module	Skills & ELD	EL Education Module	EL Education Module	EL Education Module
9:05-9:10					
9:10-9:15					
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35	Math	EL Education Module	PE	Math	Math
9:35-9:40					
9:40-9:45					
9:45-9:50					
9:50-9:55					
9:55-10:00					
10:00-10:05	Lunch				
10:05-10:10					
10:10-10:15					
10:15-10:20					
10:20-10:25					
10:25-10:30					
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11:00					
11:00-11:05					
11:05-11:10					
11:10-11:15					
11:15-11:20					
11:20-11:25					
11:25-11:30	Pack Up/ Read Aloud	Pack Up/ Read Aloud	Pack Up/ Read Aloud	Pack Up/ Read Aloud	Pack Up/ Read Aloud
11:30-11:35					
11:35-11:40					
11:40-11:45	Carpool	Carpool	Carpool	Carpool	Carpool
11:45-11:50					
11:50-11:55					
11:55-12:00					
12:00-12:05					
12:05-12:10					
12:10-12:15					

Upper Primary

	Minimum Day		
	Start Time	End Time	Minutes
Morning Meeting	8:00 AM	8:15 AM	15
EL Module	8:15 AM	9:20 AM	65
EL Skills Block/ELD	9:20 AM	10:15 AM	55
Math	10:15 AM	11:15 AM	60
Pack up/Clean Up	11:15 AM	11:30 AM	15
Lunch	11:30 AM	12:15 PM	0
		Total Mins	210

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:35	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:35-7:40					
7:40-7:45					
7:45-7:50					
7:50-7:55					
7:55-8:00					
8:00-8:05	Morning meeting/	Morning meeting/	Morning meeting/	Morning meeting/	Morning meeting/
8:05-8:10	Family Time	Family Time	Family Time	Family Time	Family Time
8:10-8:15	EL Education Module	EL Education Module		EL Education Module	EL Education Module
8:15-8:20					
8:20-8:25					
8:25-8:30					
8:30-8:35					
8:35-8:40					
8:40-8:45					
8:45-8:50					
8:50-8:55					
8:55-9:00					
9:00-9:05	EL Education Skills Block/ ELD	PE	EL Education Module	EL Education Skills Block/ ELD	
9:05-9:10					
9:10-9:15					
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35					
9:35-9:40					
9:40-9:45					
9:45-9:50					
9:50-9:55	SEL/Council		EL Education Skills Block/ ELD	SEL/Council	
9:55-10:00					
10:00-10:05					
10:05-10:10					
10:10-10:15					
10:15-10:20	Math	Math	Math	Math	
10:20-10:25					
10:25-10:30					
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11:00					
11:00-11:05					
11:05-11:10					
11:10-11:15					
11:15-11:20	Pack Up	Pack Up	Pack Up	Pack Up	
11:20-11:25					
11:25-11:30					
11:30-11:35					
11:35-11:40					
11:40-11:45					
11:45-11:50					
11:50-11:55					
11:55-12:00					
12:00-12:05					
12:05-12:10					
12:10-12:15					
12:15-12:20					
12:20-12:25	Carpool	Carpool	Carpool	Carpool	Carpool
12:25-12:30					

1.23: “Instructional Days and Minutes Calculator” table

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	Yes	126	335	45	230	7	175			178	36000	53785	17785
1	Yes	126	335	45	230	7	175			178	50400	53785	3385
2	Yes	129	350	45	240	4	210			178	50400	56790	6390
3	Yes	129	350	45	240	4	210			178	50400	56790	6390
4	Yes	129	350	45	240	4	210			178	54000	56790	2790
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

1.24 is not applicable to VAES

Professional Development

1.25: Professional Development

Because teachers are at different levels within their careers, each one of their needs and motivations for improvement is different. Therefore, Bright Star conducts a survey at the beginning and end of each school year, as well as after each organization-wide professional development day, to ensure all teachers’ professional growth needs are addressed, budgeted and met to the best of our resources. During the org-wide professional development days, VAES attends Bright Star Schools’ professional learning days, which provide opportunities for teachers to attend differentiated sessions by content area (i.e. Mathematics, ELA, Science, History, etc.) and professional specific goals (i.e. English language development strategies, restorative continuum practices, building relationships with students, etc.).

VAES shall use both student achievement data and instructional data to develop the school site professional development plan. At the beginning of each school year, the Deputy Superintendent of Education will review the CAASPP data, diagnostic testing results (such as from state aligned interim assessments, and pretests on online math and reading programs) to determine the efficacy of the previous year’s instruction and student and teacher needs. This information will be used to collaboratively develop the school wide goals with the school Principal, which will ultimately inform instruction. Additionally, teacher observation and evaluation data will be closely tracked in our HR reporting system to determine trends in teacher needs. We have a few

positions to help in this endeavor: Deputy Superintendent of Education, Vice President of Curriculum and Instruction, Vice President of People Development, Instructional Coaches, and the Principal. These experienced educators will perform routine observations, provide feedback and prepare professional development workshops for the “Professional Learning Communities” (PLCs) as needed.

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

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

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

Teachers new to VAES have one week of orientation and development to learn the philosophy and structures of the school’s culture, all school policies and procedures, and to begin devising their classroom culture and scope and sequence plans of their respective curricula. They get ample time to work with a content expert that supports them in learning the curricula and particular pedagogical approaches for their content area and/or grade level. Existing teachers join the new teachers to the organization the following week and have at least two weeks of professional development before school begins.

After our assessment week in fall and spring, there is a pupil-free day focused on data analysis. During this time, teachers and administrators gather and assess student data on achievement, student behavior, and exam scores. With this information, teachers amend their instruction accordingly and make student intervention placements, including additional follow-up meetings with families. After amending their instruction, teachers are encouraged to analyze the impact that changes had on student achievement.

Coming together for these data-analysis checkpoints throughout the year ensure our data cycles are student-focused and thorough.

Four (4) pupil free days have been scheduled into the academic calendar to allow for professional development throughout the school year. Those days will include a combination of student achievement data review, interactive workshops on high leverage instructional strategies, grade level and departmental meetings. During the grade level and department meetings, teachers collaborate on content-specific pedagogy and applications to their classroom. Additionally, teachers will be contracted to stay until 4 p.m. each day to allow for school-wide professional development and departmental meetings. Lastly, minimum days are scheduled every other month to allow for collaborative professional development with other Bright Star Schools.

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

During the school year, VAES teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis (once or twice a month) around high impact instructional and classroom culture strategies. VAES and district administrators lead interactive professional development sessions focused on Danielson Framework focus areas and other high leverage classroom best practices. In addition to these workshops, teachers are also given time to work collaboratively in order to support each other's growth (i.e. Reviewing student data, lesson plans, etc.). Additionally, teachers receive ongoing classroom practice feedback through our Teacher Evaluation & Development process, where administrators lead teachers through full observation cycles of pre- conferencing, observing, and post- conferencing around the Danielson Teaching & Learning Framework. Our principals also lead teachers through reflection and discussion around our Professionalism Rubric, which is based on the Danielson Teaching & Learning Framework Domain 4. Domain 4 includes important facets of teachers' work including lesson planning, assessment, parent and family communication, and collaboration with colleagues. These conversations allow for continual reflection and teachers that are continually growing in their instructional and professional practice.

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

Additionally, in 2016-2017, Bright Star's teacher retention rate significantly increased, moving from 72% to 89%. This is largely due to a wellness initiative Bright Star implemented in all schools which allowed teachers additional family leave, as well as weekly on site fitness classes at school, nursing pods in each school for mothers, and healthy snacks in the teacher's lounge. This initiative was covered by the LA Times⁶ in February 2017, where our Deputy Superintendent of Education is quoted: "It's time to stop perpetuating the myth of the teacher martyr and start creating working conditions that allow instructors to make teaching a lifelong career." Bright Star is committed to finding ways that allow instructors to maximize their impact in the classroom and will continue to seek funding for initiatives for family- friendly, wellness-based initiatives.

1.26: How the school will recruit credentialed teachers who are qualified to deliver the educational program

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

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

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

Meeting the Needs of All Students

A Student Support and Progress Team (SSPT) will be automatically formed for each student who after multiple interventions do not demonstrate improvement. As in elementary school, literacy and numeracy skills are pivotal for the progress of the student, the benchmarks in our curriculum for Expeditionary Learning and Math Bridges will be key points to track their growth. If per these exams, the students do not improve even with support and basic interventions from teachers, they will be highlighted for the SSPT. The SSPT will meet for any student that struggles in general and is identified through the process which is conducted at monthly grade level meetings. At the monthly meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful, including if a student has been deemed at-risk of becoming a long-term English learner. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SSPT. The SSPT is facilitated by the student's counselor, who acts as the main point of contact for monitoring the implementation of interventions. Also present will be the principal, the student's grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SSPT team reconvenes to determine additional supports and the process continues.

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

1.27: Meeting Needs of ELs

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

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

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

- How ELs' needs will be identified;
- What services will be offered;

- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

PROCESS FOR IDENTIFYING ENGLISH LANGUAGE LEARNERS

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

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

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

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

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent/guardian will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

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

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

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

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

VAES EL students receive both Designated and Integrated ELD instruction. Designated instruction happens at specific protected time during the school day and focuses on language skills. Our Designated ELD instruction uses the ELD standards to give EL students strategic language practice. VAES employs the Assistant Principal of Instruction that works with teachers and support staff in ELD instruction. Students who are ELPAC levels 1 & 2 receive additional designated supports outside of designated supports provided to all ELD students. During the additional pull out time, students in level 1 and 2 have additional listening and speaking time with small groups and an instructional aid. These supports take place at the end of the day during choice time or during personal learning time. The table proceeding demonstrates the differences between designated and integrated supports.

CHART: BRIGHT STAR SCHOOLS INSTRUCTIONAL DIFFERENCES BETWEEN INTEGRATED DESIGNATED ELD SUPPORTS

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

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

Students in other levels

English Language Proficiency Assessments

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

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

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

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

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

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student’s initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the ELPAC Initial Assessment. Based on the performance level, a student may be classified as following:

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

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

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

Push Ins:

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

Pull-Out

- EL students receive tutoring for their general education classes during pull-out class, but it is geared towards integration. In a small group setting, students will be able to get more one-on-one support from the ELD coordinator or the Instructional Assistant.
- ELD pull-out will help students practice skills with items such as note taking skills, how to have collaborative interactions, researching, pacing, etc.
- Students will work on their writing and reading skills by learning to skim articles, how to cite evidence, how to use proper punctuation, etc.
- Students will prepare for upcoming Developmental Reading Assessment (DRA), Northwest Evaluation Association or ELPAC assessments during our pull-out time together. Students will gain experience with the assessment through example questions.
- Students are given supplemental work during our pull-out time for their general education classes that provides various modes for students to access the content (SDAIE strategies)
- Depending on areas of need, other supports such as technology has been incorporated. Bright Star provides students with electronic dictionaries as well as access to Rosetta Stone to improve their reading experience.
- Students use computers with microphones and headphones to improve English reading, listening, speaking, and orthographic skills.
- Students are given accommodations during state testing whenever possible.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

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

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

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

Criteria	Expanded Transitional Kindergarten (ETK)	First-Year Kindergarten (TK)	Kindergarten (including Second-Year Kindergarten)	1st – 4th grade	5th – 12th grade
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English Language Proficiency Assessments for California	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4
Teacher Evaluation	Beginning skills leading to mastery of the California kindergarten content standards by the end of the kindergarten year*	English Language Arts composite score of 3 of 4	English Language Arts composite score of 3 or 4	English Language Arts composite score of 3 or 4	Grade of C or better in a grade-level English or LTEL course
Basic Skills Assessment	Integrating stage of the Language and Literacy Development (LLD 1-10)	Meeting or exceeding proficiency score on Developmental Reading Assessment (DRA).	Meeting or exceeding proficiency score on Developmental Reading Assessment (DRA).	Basic, Proficient or Advanced score on the Reading Inventory (RI). Or Meeting or exceeding proficiency score on Developmental Reading Assessment (DRA). Or Standard Met or Standard Exceeded on the ELA SBAC (3rd and 4th grade)	Basic, Proficient or Advanced score on the Reading Inventory (RI) Or Standard Met or Standard Exceeded on the ELA SBAC (5th-8th and 11th grade)
Parent Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation
SSPT Student Support and Progress Team	Students who have met the reclassification criteria measures must be reviewed	Students who have met the reclassification criteria measures must be reviewed	Note: No SSPT is required to reclassify second-year kindergarten students. When a student has met the ELPAC Summative and grade level skills criteria for reclassification except for		

	by the SSPT for reclassification readiness.	by the SSPT for reclassification readiness	the teacher evaluation requirement, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.
	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification except for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification except for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.	

*Writes own name, alphabetic and word print recognition – upper- and lower-case alphabet recognition, phonological awareness – beginning sound awareness, phonological awareness – onset and rime awareness, phonological awareness – orally blends and segments words, shows increased interest in books, uses descriptive words to describe events, and writing strategies demonstrate increased control in drawing and letter formation.

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

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

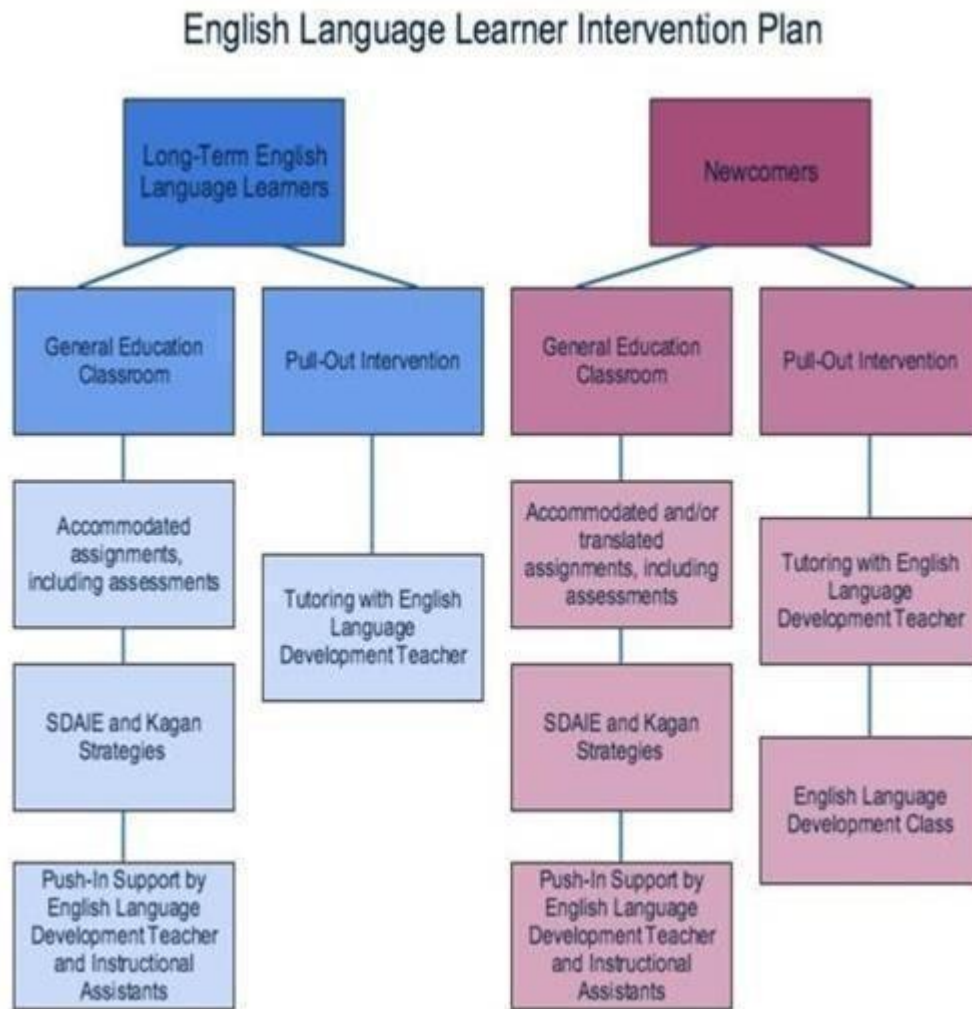
All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention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

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

English Language Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an ELL with a disability has met the English

Language Development (ELD) goal(s) in his/her IEP. The following chart demonstrates how VAES monitors and supports Long-term English Learners (LTELs).

CHART 1.13: ENGLISH LEARNER INTERVENTION PLAN



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

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

Since the ELD coordinator manages each school’s ELD program, VAES administration will evaluate the ELD coordinator by using the “ELD Professionalism Rubric,” which includes data on student performance in reading, speaking, listening and writing. Based off the rubric scores, VAES will set goals for the next year based off the evaluation of trends highlighted from the student performance data.

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

1.28: Meeting the Needs of Gifted and Talented Students and Students Achieving Above Grade Level

IDENTIFYING STUDENTS ACHIEVING ABOVE GRADE LEVEL

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

- Performing more than one level above his/her actual grade level, based off scores from NWEA and CAASPP data
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

A meeting with the parent, counselor, and the principal or designee is used to document goals and objectives to accelerate a student achieving above grade level. VAES's Assistant Principal will monitor the progress of students achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments will be provided to all students and the data is aggregated by subgroups during grade level meetings and at the Bright Star Data Days. VAES will examine student's performance and supports to help advance this group.

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

High achieving students will be provided differentiated instruction, which accelerates the pace and amount of instruction the student receives. In addition, we will customize a student's individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving students to accelerate their learning, as well as customizing homework to meet student's objectives, and communicating progress with students, teachers, and parents. For example, students may be assigned accelerated and enriched assignments in their area of strength. Utilizing the components of Sandra Kaplan's "Depth and Complexity," assignments will be modified and extended as such.

Students may also engage in longer term cross curricular projects with students of similar ability level. Students will not be assessed for Gifted and Talented Education (GATE) eligibility.

1.29: Meeting the Educational Needs of Students Achieving Below Grade Level

Nevertheless, in some instances students who are achieving below grade level may require additional assistance and Tier III Interventions to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction and other program modifications and supports as determined by the classroom teacher. Teachers may modify classroom materials or strategies in coordination with the SSPT Team for students who are achieving below grade level, depending on the student's specific need, including such things as providing visual aids; adapt worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); give extra cues or prompts; offer extended time or allow breaks; modify testing methods (e.g., read test questions aloud, change the setting of the test to a more quiet environment, etc.). Students may also receive small group pull out support and instruction embedding within the regular class day.

Every effort is made to avoid pulling students from an enrichment class, such as art, cooking or gardening, so that Tier III interventions are not perceived as a punishment.

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

For more information on the tiered intervention, please see section 1.11c: Intervention and Enrichment.

STUDENT RETENTION

While numerous studies have been conducted on the topic of retention, the conclusions are not clear cut, due to an inability to conduct a truly scientific investigation on this topic. While we cannot state with certainty that retaining a student will be a detriment, there is also no clear cut evidence showing that retention is of any benefit to a student. For that reason, VAES strives to put in place a multitude of interventions for students so that all make satisfactory progress toward their goals. Families are provided with Report Cards at the end of each trimester to ensure families are fully informed of the student's progress towards the next grade level. In the event that a student is at risk of retention, the school first notifies the parent in writing and by phone after the first trimester ends. Before March 1 of the current year, the student does not appear to meet the promotion requirements, the student's Counselor and teachers will consult with the Principal and parent in each case concerning possible retention (this will be the second time the parent is notified of the possibility of retention). In all cases, parents are encouraged to remain involved throughout the process. After intensive interventions and thorough SSPTs have been implemented and the results documented, a collaborative decision by VAES leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

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

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

VAES monitors the progress of students at-risk through implementation of its data driven systems including Illuminate, Developmental Reading Assessment, and SBAC. Weekly, interim and yearly assessments are provided to all students and the data is aggregated by sub groups. VAES examines at-risk students performance and may refer to these students for Tier II interventions, such as small group clustering and re-teaching, in class differentiated materials or strategies, small group work with an Instructional Assistant, or daily tutoring (led by classroom teacher) to help advance this group. The Assistant Principal is primarily responsible for overseeing this monitor of progress.

Socioeconomically Disadvantaged/Low Income Students

1.30: Describe how the charter school will meet the needs of socioeconomically disadvantaged/low income students

As mentioned in Section 1.1, the vast majority of our families in the communities we serve are socio-economically disadvantaged. In the 2017-2018 CALPADS data, 91.2% of our students in the San Fernando Valley cluster qualified for free-reduced lunch. Because of this, the design of all Bright Star schools is geared specifically towards the needs of socioeconomically disadvantaged students.

Since we anticipate the majority of our students come from socio-economically disadvantaged backgrounds, Counselors will continuously monitor all students and identify supports (including access to our free/reduced meal plan, socio-emotional counseling, tutoring, and after school program, etc.)

VAES maintains and analyzes assessment records to ensure we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

HOW VAES WILL MEET THE NEEDS OF STUDENTS IN THIS SUBGROUP

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

Furthermore, we expose all students to multiple enrichment opportunities both during and after school, as well as take them on a number of LEL's that increase cultural awareness and provide for varied life experiences. Faculty and staff accompany students on a number of enriching trips such as Underwood Farms, the Gentle Barn, and Topanga Canyon's Shakespeare camps. VAES also collaborates with community partners to coordinate events such as the Community Helper Living Museum, so students can make and develop greater connections to their community at large.

Students in Other Subgroups

1.31a: Foster Youth

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

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

“A Typical Day”

1.32: Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional

At VAES, we value transparency in the policies, structures, and systems that guide the makings of our school culture and academic program.

Our belief in the transparency of our school is three fold: 1) We are accountable to the public that we

serve; 2) We have a responsibility to share the successes that result as a direct corollary to the best practices that we employ; and 3) We wish to open ourselves to useful feedback, so that we continuously improve the systems that serve our students. At VAES we will always ensure that our doors are open to visitors who can share our pride in the great successes of our scholars and who can provide ongoing feedback on our educational program.

Before the School Day Begins

At VAES we welcome our students at 7:15am. At that time, every Valor student is greeted with a smile, eye contact, and an affirmation that a great day of learning awaits them.

As the students make their way into school and proceed to get their morning breakfast, they have an opportunity to decide how to spend this vital period of the day. They may choose to enjoy breakfast with friends and staff members who are on supervision duty or they can choose to play with friends on the playground if they have already had breakfast at home.

At 8:00am, all homeroom teachers welcome their students as they gather in the center of the school in their respective classes. Teachers greet students enthusiastically and, together, they joyfully walk to their classrooms to begin Morning Meeting.

Academic Day

After the students leave the center of campus, they enter their classrooms and transition into the first block of the day, Morning Meeting. Students and teachers gather in the center of their rooms and sit in a circle, where all students can see and connect with one another. The teacher leads students through a formal greeting and then every student shares how they are feeling using the RULER Mood Meter. Teachers make note of students' responses as every student gets the opportunity to share their voice and thoughts. The teacher makes announcements and reviews the schedule of the day. Finally, morning meeting comes to an end with a joyful chant or brief activity to bring positive energy into the classroom.

Students then transition into the instructional period of the day, which has been designed to maximize opportunities for learning. Our TK through fourth graders all engage in English Language Arts, which consists of a whole class EL Education lesson and small group instruction. Our instructional aides, enrichment teachers, and inclusive education teachers all support in different classrooms during this time. Small group time is an important part of the day because it is an opportunity for the student to participate in instruction at their specific level. Teachers have intentionally altered lessons to incorporate Kagan strategies and increase engagement, student walk, and collaboration.

During mid-morning, students take a break and gather in the playground for twenty minutes of renewal at recess. Students have different structured options to choose from. They have access to "second chance breakfast", they can bring their own snack, or they can choose a station to play in right away. Our stations include opportunities for students to collaborate, engage in problem solving, release their energy, exercise, and socialize. When the whistle blows, students are asked to clean up their areas, and wait for their teacher to welcome them back to the classroom.

Upon entering the classroom, students take deep breaths before beginning the next academic session of the day, Mathematics. During this time, students engage in a whole-class math lesson where the teacher explains a mathematical concept, models how to use it correctly, checks for understanding during guided practice, and then gradually releases them to independent practice. As students continue with independent practice, the teacher circulates around the classroom, before calling a small group of students to the kidney table. This is the second opportunity of the day for the teacher to offer support and guidance to a small group of students at their individual levels.

After Mathematics students have another opportunity to release their energy and exercise during second recess and lunch. Students are offered a healthy, nutritious lunch and are invited to socialize and chat with friends.

In the afternoon, students participate in enrichment activities, including art, garden, social studies, or science lessons. VAES students are not only academic scholars, they are also well-rounded individuals with varied interests and talents. In art, students study art techniques, the power of color, and link it to their self-identity. In garden, students learn about the life cycle of plants and make it happen from planting a seed to serving the food for their classmates to enjoy. In social studies, our students engage in conversations centered on the community they live in and the people that advocate for change. Finally in science, our students build upon the foundational knowledge and put their ELA and Math skills to use as they experiment and explore the world around them.

Classroom Systems

Walking from class to class, the visitor notices that there is a school culture and school wide systems that uphold and support the high expectations set for students. All classrooms include signs that reinforce the school's values, a board that states the student learning objective and a consistent, structured schedule. Our classrooms reflect the personalities and identities of our students. There are clear examples of how the teacher and students have created a space that is their own.

All teacher instruction follows the "I do, we do, you do" format, incorporating engaging strategies, group work, and the latest techniques learned from professional development to increase and drive student performance. All teachers are trained to expect one hundred percent student participation, and use devices and systems incorporated school-wide such as SLANT (Sit up, Listen, Ask Questions, Nod, and Track) to keep students attentive. This expectation is supported by the inclusion of Kagan strategies, which focus on increasing student engagement. Transitions are smooth and without disturbance, maximizing efficiency and minimizing distraction. Students have been inculcated with training in systems as simple as raising hands, handing back papers and moving in lines, to complex systems involving respectfully offering feedback to peers during class. Our students are equally joyful and collaborative, as they are structured and consistent. This fine balance is possible with a strong sense of community and supported with restorative practices. Relationships matter and all actions reflect this. Throughout the day, students are recognized and praised for good deeds, best work, and strong collaboration. They can move up and down on a class color clip chart. When a student moves down, they have an opportunity to repair the harm, restore the relationship, and try again.

The instructional day ends with a gratitude circle when all students gather in a circle around the rug and share the highlights of the day. They choose one other person to share their gratitude with and they are encouraged to connect this to their Class Charter or a school value. As students pack up their belongings, they exit the classroom when their name is called and they wave goodbye to their peers and teachers.

After School

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

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

2.1: Describe the measurable goals and objectives of the school’s educational program. Include: **The school’s annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d).**

Please see *Element 1.8: Description of the schools’ annual goals* for this section.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2.2: Specific performance targets (pupil outcomes), for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Please see *Element 1.8: Description of the schools’ annual goals* for this section.

3. School’s annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBA) and the school’s plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level.

% of Students who Met Projected Growth Targets ¹²					
NWEA Fall to Spring Grade 1st and 2nd/ Winter to Spring – Kinder					
	21-22	22-23	23-24	24-25	25-26
Math					
Kinder	45%	47%	49%	51%	53%
First	45%	47%	49%	51%	53%
Second	45%	47%	49%	51%	53%
ELA					
Kinder	45%	47%	49%	51%	53%
First	45%	47%	49%	51%	53%
Second	45%	47%	49%	51%	53%

Other Performance Targets

3.4: All other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

Please see *Element 1.8: Description of the schools’ annual goals* for this section.

¹² According to NWEA on average 50% of students meet their growth targets. Our goal is that by 24-25 more than 50% of students are meeting their growth targets across all grades.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

3.5: How the school will monitor and measure student progress toward mastery of state standards and the other goals identified above.

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

- To help teachers revise curriculum and instruction according to student needs.
- To help principal and Deputy Superintendent of Education effectively manage their staffs for effective outcomes.
- To give parents and students meaningful, useful feedback on student progress.
- To compare the school's progress to that of schools with similar student demographics.
- To monitor the school's progress in meeting its mission and revise its activities as needed.
- To be accountable for meeting student exit outcomes.

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

Specific Assessment Tools (frequency included):

1. **Baseline Assessment:** Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students are administered a universal screener assessment for reading, called the Scholastic Reading Inventory, or SRI. Additionally, students are also given the NWEA Map Assessment, which is a Norm Referenced Test that provides data on student ability in Reading, Math, and Science. This allows the school to gather more specific data on student needs than that CAASPP data alone. These results are used to appropriately determine additional interventions and supports that will support student needs. Students' initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. Additionally, at the start of each school year, teachers closely examine student achievement on the previous year's CAASPP, paying special attention to claims and targets that need additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.
2. **In-House Assessments:** There are two categories of assessment at VAES:
 - a. Formative Assessments that measure how well the students have understand and master the more normalized standards-based assessments. These assessments include the NWEA Map Norm Referenced Exam (administered three times a year- in August, February, and June) to measure growth in ELA, Math, and Science; the Scholastic Reading Inventory (administered monthly) to measure growth in reading comprehension; and Write Score (administered twice a year- in October and March) to measure growth in writing ability. We believe that everyone should be

assessed in their writing several times a year in order to improve in their skill and become college-ready writers. School-wide writing exams are administered two-three times a year and mirror the Performance Tasks students will encounter on the CAASPP. Additionally, teachers use a range of informal assessments during the learning process in order to modify teaching and learning activities to improve student attainment. These formative assessments allow teachers to determine student progress on a defined sets of skills, as well as measuring overall students growth over the course of predetermined periods of instruction. Teachers use teacher-created assessments they further embed into the curriculum, unit tests, quizzes, as well as interim comprehensive assessments developed by the Smarter Balance Assessment Consortium, NWEA assessments and WriteScore.

- b. Summative Unit Assessments/Projects: Teachers create or compile course assessments or end of unit projects that take place at the end of each unit. They inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught.
3. **Report Cards**: Although information on student academic performance is provided to families weekly, formal Report Cards are published each semester.

Data Analysis and Reporting

3.6: Outline the school's plan for collecting, analyzing, using, and reporting academic performance and other data.

VAES uses intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal oversees the collection and analysis of assessment data using our student information system Illuminate, along with Department Leaders. All teachers complete a data analysis of their student data every quarter.

Our data analysis begins with Interim Assessments (IA) developed prior to the school year by school leaders and teachers. IAs cover test content from the California content standards, and Common Core. Teachers administer IAs throughout the year and student performance results inform the modification of the annual scope and sequence and weekly lesson plans as needed.

Interim assessments will be scored and analyzed by teachers directly in the CAASPP system. Using the IAs, teachers will be able to re-teach standards to prepare students for content mastery. School leaders collect and compile the data. This also includes the analysis of student subgroups, not limited to inclusive education, and English language learners. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. Teachers then meet with their department leader and/or Principal during the weekly one-two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data. This could also ensue tutoring groups after school as well as who stays for Catch-Up days to remediate on certain standards. Further, content teachers meet in org-wide professional development days in content cadres where content expert teachers facilitate error analysis and plans mini-reteach units/plans together. This helps create opportunities for teachers to reflect upon their own teaching and student learning.

Teacher analysis of Interim Assessments consist of three parts:

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

In addition to teacher-created assessments and projects, we administer the Write Score writing performance task exam with the DBQ, and the Inspect Interim benchmarks. We review these results by grade level cohort, individual class, and individual student as an ongoing part of our staff Professional Development. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans identify:

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

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

3.6b: The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment

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

3.6c: The role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board

In the 2018-19 school year, Bright Star created an internal org-wide dashboard that monitors academic, governance, operational progress for each Bright Star school. Each school then creates goals for each area based on student and school progress goals identified in their action plans, LCAP goals and any noted area for growth. Every quarter, schools update this dashboard and the progress towards the goal is closely monitored and shared with Heads of Schools, Bright Star executive leadership and ultimately, the Governing Board.

3.6d: Role And Use Of Data To Inform Stakeholders Of School Performance

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

Grading, Progress Reporting, and Promotion/Retention

3.7a: Grading and Reporting

Percentage	Rubric Score	Meaning
90-100%	4	A student earning a 4 in a course is consistently demonstrating mastery (or advanced levels) with the content standards.
75-89%	3	A student earning a 3 in a course is consistently demonstrating proficiency with the content standards.
51-74%	2	A student earning a 2 in a course is consistently demonstrating below basic competency with the content standards.
50% or below	1	A student earning less than 1 in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

3.7b: Type And Frequency Of Progress Reporting

School-wide Annual Report of Progress:

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

- The SARC report is available on the school website here (full HTML script available here: <http://www.brightstarschools.org/VAES/1345-School-Accountability-Report-Cards.html>);
- Bright Star Schools oversees all state scores through Google Data Suites with a customized report.
- This data dashboard can aggregate each schools' information based on:
 - Gender
 - Longitudinal data by class
 - Subgroup
 - Race
 - Inclusive Education Status
 - F&RL
 - EL designation

- Annual growth
- ELA or Math
- This report can be aggregated for multiple purposes based on the different stakeholders
 - Board members
 - Parents
 - Teachers
 - School leaders

Individual Student Progress Reporting & Communication

Students receive report cards at the end of each quarter. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. This information is also readily available on the online parent portal on Illuminate.

Report cards create a succinct written record of student performance in all core content classes. Progress reports are one of several ways to keep parents in the communication loop about student performance, and ensure that communication around student progress is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of VAES. Parent conferences can be with teachers on an informal basis throughout the year, and on a formal basis three times per year to discuss students' academic progress and upcoming learning plans, especially if a student is not On Target.

Every effort is made to identify students who are not performing well. Teachers and Counselors have grade level meetings weekly where SSPT students are discussed as well as other data and information. This informs tutoring, parent meetings, follow up meetings with administrators, intervention plans, etc.

Student who score below a 70% in a given subject may be referred to an SSPT by any one of their instructors or counselors, if it demonstrates part of a larger trend in the student's performance and appropriate accommodations will be made. If it is not a part of a larger trend, there will still be a meeting with the counselor and the student to identify the barriers to success. Depending on the reason, counselors will recommend the appropriate supports for the student to their instructor, including: tutoring, intervention materials or programming, retaking assignments or assessments, and enrollment in study groups.

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

3.7c: Promotion/Retention Policy And Procedures

VAES has a policy of no "social promotion" and believes that promoting students to the next grade level only when they are academically prepared is best for their long-term success. To this end, VAES utilizes multiple assessments and metrics, diverse and multiple opportunities to determine student mastery of content and readiness for the next grade level.. If parents do not agree with the assessment as made by the team, parents may appeal to the principal, then Deputy Superintendent, and finally the Executive Director using the Family Complaint Policy as outlined in the Student and Family Handbook.

As part of the appeal process, parents and students are encouraged to resolve concerns and disputes about school policy and decisions made by teachers, staff and administration in an informal manner by requesting a conference to discuss the issue. If concerns are not remedied in a manner satisfactory to the parents or student, they may elect to pursue a formal resolution of family concerns.

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

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter

School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

4.1 Governance Structure

Governance Structure

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

Organizational Chart

The organizational chart below demonstrates the role of the governing board in relation to school management. The Governing board makes all final decisions by board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees of the board heavily inform these decisions, but all decisions are made by Governing Board vote.

Board Committee Structure and Committee Responsibilities

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

A. Governance Committee

- Recruit, nominate, train new directors;
- Establish responsibilities and evaluate individual board members;
- Review the performance of the Board as a whole;
- Review Board Handbook;
- Support and review performance of Executive Director;
- Identify fundraising opportunities;
- Plan fundraising events or programs;
- Develop and evaluate fundraising goals.

B. Finance Committee

- Monitor budget implementation through periodic financial reports;
- Approve accounting policies;
- Reviews and recommends approval of an independent annual audit by qualified CPA (the audit firm will be previously selected and approved by the full board);
- Ensure adequate insurance;

- Review facilities maintenance requirements;
- Review and negotiate lease agreements;
- Develop and maintain adequate facility personnel policies procedures
- Supports Executive Director’s efforts to explore growth and facility opportunities;
- Evaluate growth opportunities;
- Ensure growth implementations conform to mission statement.

C. Academic Committee

- Review and support mission statement;
- Ensure programs and services are consistent with mission & charter;
- Develop and review measurable academic outcomes;
- Review and approve guidelines for teacher evaluations;
- Review and approve guidelines for administration/staff evaluations;
- Monitor progress in achieving outcome and goals;
- Develop and maintain adequate personnel policies and procedures

BRIGHT STAR SCHOOLS GOVERNING BOARD

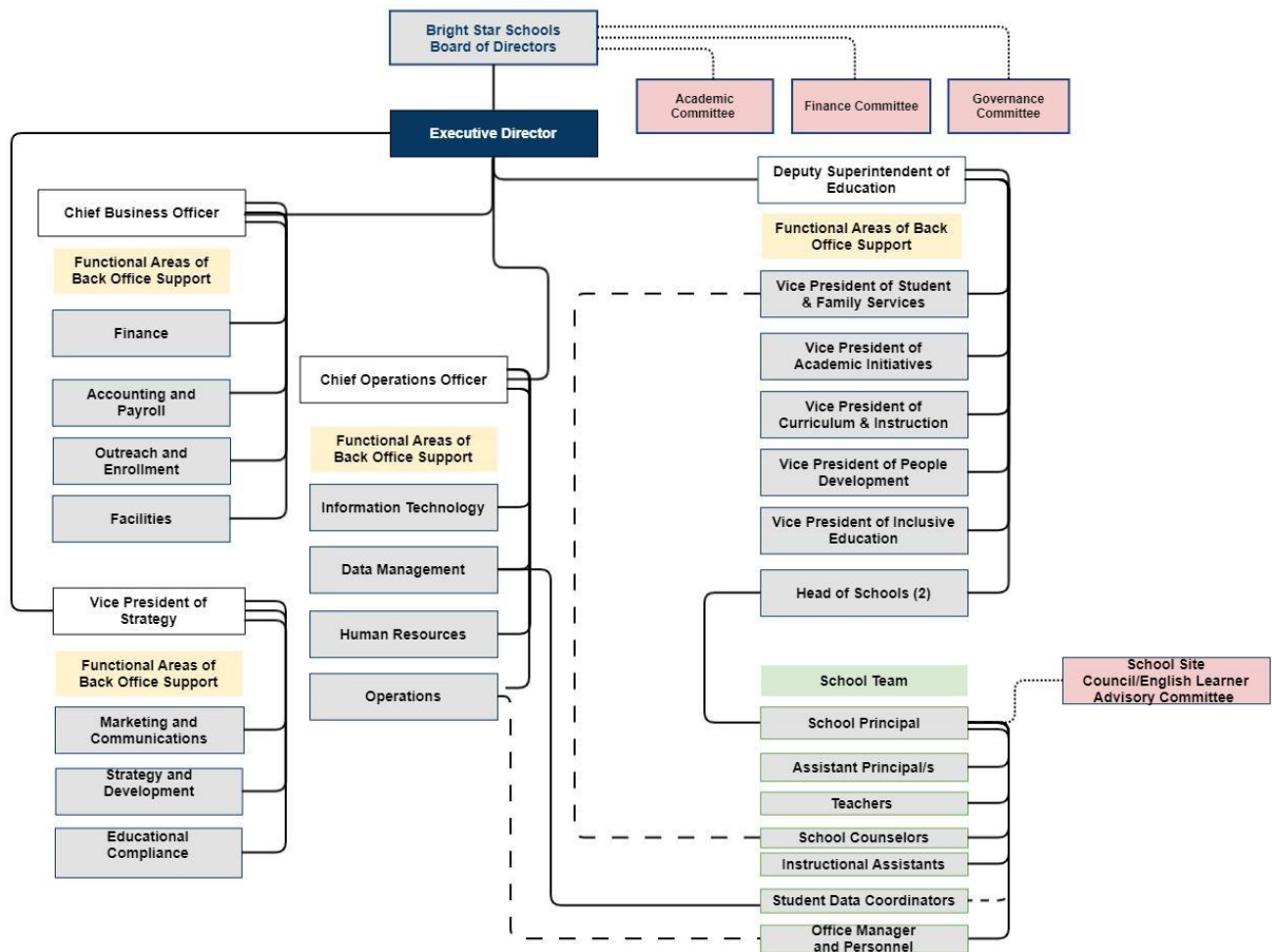
Bright Star Schools is the holder of the charter of the Charter School and ultimately has all governing and fiduciary responsibility for any and all actions related to the Charter School.

Bright Star Schools agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their charitable purposes and remain within the jurisdiction and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School’s annual audit per Education Code section 41020(c).

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

Bright Star Education Group (BSEG) serves as a separate non-profit from Bright Star Schools and BSEG’s sole function at this time is to serve as a facility development and lease-holding entity to serve Bright Star Schools. Notwithstanding any other law or provision of this Charter, Bright Star School’s governing board shall not be comprised of a majority of any combination of BSEG’s member(s) or BSEG’s directors, employees, or affiliates. Any lease amendments or related transactions between Bright Star Schools and BSEG, must be approved by Bright Star Schools in a lawful, open and transparent manner. Examples of transactions between BSEG and BSS may include but are not limited to facility agreements or monetary grants that might be provided by BSEG to BSS. In any event, any and all transactions of any kind will be considered in lawful, open and transparent manner. Bright Star Schools shall maintain records with verifiable documentation of such transactions. Any such transaction shall be subject to District oversight.

BRIGHT STAR SCHOOLS ORGANIZATION STRUCTURE



Major Roles and Responsibilities

A. Board of Directors

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

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

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

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

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

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

B. Executive Level Employees

- a. **Executive Director:** The Executive Director (ED) oversees and advances all Bright Star Schools. The ED embodies and advocates for the mission, vision, and strategic direction of the school organization. The Executive director drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. He or she ensures compliance with the school’s charters and all relevant laws and requirements as set forth by the District and State. The Executive Director manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the schools. The ED oversees all positions in the organization and directly manages the DSE, CBO, and COO. The ED is hired and evaluated by the Board of Directors of Bright Star Schools.
- b. **Deputy Superintendent of Education:** The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Heads of Schools, Principals, Assistant Principals, the Vice President of Family and Student Services, and the Directors of Special Education in their management and guidance of the school staff. The DSE is hired and evaluated by the Executive Director.
- c. **Chief Business Officer:** The Chief Business Officer (CBO) leads facility, finance and outreach operations for Bright Star Schools. The CBO manages Bright Star’s facilities team,

which is responsible for identifying, acquiring, renovating and maintaining the educational facilities serving the Bright Star network. The CBO also oversees Outreach and Enrollment efforts. The CBO works closely with finance personnel and oversees the accounting department to create and manage school and organizational budgets and to ensure the organization has the financial strength and operating efficiency to ensure the sustainability of the organization. The CBO ensures that people systems, fiscal controls, administrative and reporting procedures are in place to serve the students, parents and staff. The CBO manages all accounting personnel, facility personnel, outreach and enrollment personnel, as well as a number of strategic consultants and advisors. The CBO is hired and evaluated by the Executive Director.

- d. **Chief Operations Officer:** The Chief Operations Officer (COO) is an essential leader in the network, providing input into all strategic and operational aspects of the organization. The COO is responsible for overseeing the following departments at all schools: school operations, student information, compliance and legal activity, survey administration, human resources, and information technology. The COO is hired and evaluated by the Executive Director.

4.2: Composition of the Board

The composition of the governing board is a range of professional backgrounds, ranging from organizational success to K-12 expertise, as well as understanding the communities the school's students come from and representative of our student's identities. This includes members with backgrounds in K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals who are heavily invested in the school community.

4.3: Board Member Selection

In summary, the governance committee of the board does a bi-yearly analysis of the composition of the board and identifies if there is a need for new board members. The selection process includes an initial meeting with the Executive Director and school tour; interview(s) with current board members; formal submission and resume, written responses, and board member questionnaire; and, reference checks. The potential board member is then reviewed by the governance committee and if found suitable, the governance committee will make a recommendation to the full board for approval. Board members are given a briefing on the prospective board member and time is allotted for any additional questions before the vote. Ultimately, the potential Board member is voted on at a board meeting. The Board members serve two-year terms and can be re-elected to the board after the completion of the initial term. The authorized number of directors shall be at least five (and no more than 20) until changed by amendment of the articles or the bylaws of the organization. Additional detail regarding the process of selecting and approving members of the Bright Star Schools Board of Directors is described in the Bylaws of the organization.

4.4 - 4.5: Governance Procedures And Operations

All meetings will comply with all of the provisions of the Brown Act and Education Code section 47604.1(c)(3), which provides that the meeting location must be within Los Angeles County, and that two-way teleconferencing will be provided for each of the school sites operated by Bright Star Schools. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of each school, at the entrance of each school's main office, and on Bright Star School's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. The frequency of board meetings is

typically six times per year, staggered approximately every other month. In addition to attending board meetings, committee members will also attend committee meetings. The committee meetings are also typically up to six times per year, staggered approximately every other month and shall comply with the Brown Act.

If a board member requires teleconferencing, Bright Star Schools will comply with government Code § 54953(b) by publishing teleconference locations on all agendas otherwise consistent with the Brown Act. . These locations will be accessible to the public, and the telephone used will have a functioning speaker to enable public access.

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

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

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

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

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

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors (but fewer than a quorum of the full Board), in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Board Committees will comply with provisions of the Brown Act.

4.6: Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

Charter School believes that parental support is an integral part of a student's education, and makes every effort to ensure that parental input is considered in the Board's decision-making process.

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

In addition to brightstarschools.org and social media updates, where parents and families can follow school updates and access resources (public documents, agendas, schedules, etc.), Charter School utilizes a system of communication for families called ParentSquare. ParentSquare allows Charter School to reach families through email, text and phone call for school updates, events, and emergencies, as well as the ability of direct messaging for families to get a hold of staff in their home language, and vice versa. Additionally, Charter School posts all meeting agendas and updated calendars, including board meetings and School Site Councils, through ParentSquare (or similar platform) as an added way to encourage parent participation.

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

In planning to draft the LCAP, The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

During the school's first or second School Site Council the Principal presents the school's current plan and reviews the goals for the year. In subsequent School Site Council meetings (throughout the year) the Principal shares progress towards meeting the school's goals. In early spring of each year, the Principal works with the Vice President of Strategy and their team, to coordinate the update and submission of many (but not all) district and state educational compliance documents. They work collaboratively to draft a plan in accordance with State Priorities and local goals. In March/April, the Principal holds an Open Hearing to present State Priorities and propose school goals for the upcoming year. Goals are then amended based on recommendations provided from the school community. In May/June, amended plans are presented for feedback to School Site Council. All stakeholders are invited to submit public comment.

Final plans are approved at a public board meeting.

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

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

Other parent engagement strategies that we employ include:

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

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

5.1 : Employee Positions -- Bright Star Schools

A. Executive Director (Classified)

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

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, within the individual communities of West Adams, Koreatown and Panorama City, as well as among the greater landscape of Los Angeles.

- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school's charter and all relevant laws and policies (related to charter schools) set forth by the Los Angeles Unified School District, State of California and Every Student Succeeds Act (ESSA).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise the board and the board committees, providing them with the essential data, relevant reports and information necessary to effectively govern VAES in a timely manner.
- Ensure that board directives are effectively carried out by the organization
- Provide and oversee leadership and professional development for all staff
- Directly supervise and manage the Deputy Superintendent of Education (DSE) to ensure academic success and employee and family safety and satisfaction, the Chief Business Officer (CBO) to oversee the budget, student enrollment and financial compliance of the organization, and the Chief Operations Officer to ensure that human resources, data, IT, and operations are managed effectively and with fidelity.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage yearly and long term strategic planning for the entire organization

B. Deputy Superintendent of Education (Certificated)

The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Heads of Schools, the Vice President of Family and Student Services, Vice President of Curriculum and Instruction, and the Vice Presidents of Inclusive Education, the Vice President of People Development, and the Vice President of Academic Initiatives in their management and guidance of the school staff.

The DSE is hired and evaluated by the Executive Director.

Characteristics and Qualifications

- Bachelor's degree, Master's Degree preferred, and at least three years of urban teaching experience.
- California Administrative Credential
- Training or relevant experience in school management.
- Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.
- Relentless achiever who works tirelessly towards achieving the school's mission.
- Flexible and able to adapt as situations require.
- Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
- Subscribes to a similar educational philosophy to that espoused by VAES culture and curriculum.

- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
- Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
- Competence at stewarding public funds responsibly.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

Responsibilities

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

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

The Vice President of Student and Family Services directs the planning, development, organization, management, direction and implementation of all aspects of student and family facing functions of Bright Star Schools. This includes child welfare, discipline and restorative practices procedures, guidance programs, and parent education and engagement programs. The VP of Student and Family Services ensures best practices by creating policies and procedures for student, parent and alumni engagement.

S/he works collaboratively to bring community members into the life of the school in ways that enhance the mission and vision of the school. The VP of Student and Family Services acts as a liaison with community organizations, social services, and current and potential partners to ensure the academic, social and emotional development of students and families. They oversee the standardization, development and management of the Connections program including the academic, college and career counseling systems for all grade levels. The VP of Student and Family Services also works closely with school site administration and appropriate staff to develop strong classroom culture and school climate within all Bright Star Schools.

Duties and Responsibilities:

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

D. Vice President of Inclusive Education (Certificated)

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

Qualifications and Experience

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

Responsibilities

- Coordinate and review inclusive education needs of incoming students as indicated on the family questionnaire responses
- Provide direct inclusive education services as needed

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

E. Vice President of Curriculum and Instruction (Classified)

The Vice President of Curriculum and Instruction (VPCI) will oversee the adoption and implementation of high quality CCSS aligned curriculum, instructional strategies and assessment systems. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The VPCI will be responsible for direct oversight of the instructional staff. The VPCI reports to the DSE.

Qualifications and Experience

- A high level of personal integrity and professionalism.
- An unwavering commitment to high academic achievement of all students.
- A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible from all students.
- Ability to give constructive feedback to facilitate student growth and academic achievement.
- Openness to receive feedback on issues that will facilitate growth and achievement of both students and faculty.
- At least three (3) years of teaching experience.
- At least three years in a certificated leadership role at the school site or district level.
- A Masters or higher in Education or a related field
- A Valid California Administrative Credential .
-

Responsibilities

- Communicate regularly with the DSE concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.

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

F. Head of Schools

The primary function of the Head of School is to drive instructional achievement and results at the schools they oversee. The Head of Schools will act as the direct supervisor of the principal and lead them in the development and execution of a rigorous instructional program serving all students that will achieve the school's goals as outlined in the school improvement plan. The Heads of Schools will work collaboratively with the Deputy Superintendent of Education to ensure that the schools have the structures and fidelity of processes in place to ensure that we are gathering weekly evidence of success in order to ensure day to day duties are aligned to goals. Additionally, it is the Head of School's responsibility to ensure that the principal is urgently responding to the data gathered through appropriate means.

Responsibilities

It is the role of the Head of Schools to act as an internal ambassador for the values, practices, and policies of Bright Star Schools. This includes deeply understanding organizational practices and policies and actively messaging them to administrators, teachers, parents, and other stakeholders. As a network leader, it is imperative that the Head of Schools actively and publicly expresses support for Bright Star Schools and develops consensus and buy in wherever it does not exist.

- The Head of School will spend a full day at each site each week to actively develop the principal through coaching, observation and feedback. The Head of Schools is not merely a support coach, but rather the senior leader at the school driving the administrative team to ensure they are meeting student achievement targets. The Head of Schools will keep detailed notes of their weekly work with the principals, especially the specific action and plans to improve the instructional program and will actively communicate progress to the DSE. Some HOS leadership activities include, but are not limited to:
 - Weekly review and response to demographic data spreadsheets with the leadership team.
 - Weekly review of the efficacy of the site inputs and action items as outlined on the school improvement plans, along with other adjunct methods to drive achievement.
 - Weekly observation of classrooms with the administrative team and delivery of feedback to site instructors.
 - Creating plans, instilling a sense of urgency, and coaching leadership on execution and adherence to weekly responses to the data gathered in the school walkthroughs.
- Heads of Schools will develop a comprehensive development and evaluation plan for the principal and spend time on a weekly basis observing the principal executing their duties.
- The Head of Schools should support the principal through pre planning and coaching prior to execution and provide in field coaching and feedback to improve performance
- The Head of Schools ensures that the principal completes key duties and provides coaching and support as necessary.

Qualifications

- At least three years as a principal preferred
- Tier 2 Administrative Credential preferred

- Experience across at least two school levels (e.g. middle school and high school) preferred
- Proven track record of success in driving student achievement
- Embodies Bright Star Core Values in all aspects of their work
- Fluency in Spanish or Korean preferred

G. Vice President of People Development

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

Responsibilities:

- Oversight of instructional recruitment and hiring
- Oversight of new teacher onboarding and development
- Oversee and maintain accreditation of the induction program for new teachers
- Oversight of teacher evaluation and retention
- Serves as a key member of the Instructional Leadership Team
- Maintains and assesses data, identifying trends personnel satisfaction
- Oversees the selection and training of mentors for the new teacher induction program

Qualifications:

- At least three years of teaching experience with a proven track record of driving student achievement.
- At least three years of site or district experience out of the classroom.
- Advanced training on teacher mentoring and induction through a recognized program.
- Advance training in Organization Leadership and Policy
- A valid teaching credential.
- A Masters Degree in Education or a related field.

H. Vice President of Academic Initiatives

The primary functions of the Vice President of Academic Initiatives is to clarify the instructional philosophy and purpose of the Math program, To clarify the instructional direction of the Math program, To support the evolution of the Coaching Initiative, and to seek alignment of various organizational initiatives and stakeholder groups.

Responsibilities:

1. In order to clarify the instructional philosophy and purpose of the Math program, the VPAI will:
 - Draft vision by creating concrete elements that connect directly to student learning and that translate directly to teacher practice and create supplemental resources relevant to current area of focus.
 - Garner stakeholder investment via relevant PDs, trainings, meetings, classroom coaching cycles, etc.
 - Align research-based ideas (ie: TRU Math Framework, Principles to Actions, lesson study/PLC, peer coaching) to BSS principles and values, ensuring meaningful growth

- Oversee and support the Mathematics Instructional Coach, who directly facilitates teachers' learning and collaborates with relevant stakeholders
2. In order to clarify the instructional direction of the Math program, the VPAI will:
- Create an action plan relevant to stakeholders; draft multiple pathways that allow teachers to successfully implement and reflect on the key elements of math instruction; and create supplemental resources relevant to current area of focus
 - Garner stakeholder investment
 - Align the program's evolution to current data and stakeholder needs; to other initiatives in order to ensure organizational progress
 - Directly support the Mathematics Instructional Coach to train teachers on the 5 practices of orchestrating productive math discussions (and other relevant practices supporting instructional shifts); calibrate teacher practice to support greater department growth and collaboration
3. To support the evolution of the Coaching Initiative, the VPAI will:
- Support strategic growth of the program
 - Create, organize, and maintain coaching logs and other forms of coaching documentation
 - Analyze and respond to data pertaining to the coaching process, new tools, building coach and school site capacity
4. To seek alignment of various organizational initiatives and stakeholder groups, the VPAI will:
- Create structures and processes within Instructional Leadership Team meetings to maximize impact and workflow
 - Participate in relevant meetings in order to make cross initiative connections; collaborate with relevant stakeholders to maximize impact and workflow

Qualifications:

- A Valid Teaching Credential
- A Master's Degree or higher in Education or a related field.
- At least three years of successful teaching experience with proven results driving students achievement.
- At least three years successful out of classroom experience at a school site of district level leadership role.
- Advanced training through a recognized program on teachers coaching and/or mentors.
- Strong understanding of systems level development and the ability to use a variety of programs to build data analysis systems.

5.2 : Employee Positions – Campus Employees

A. Principal (Classified)

The Principal leads all site operations in accordance with school policies and acts as the primary liaison to the Bright Star Schools Support Team office. Although the Principal will delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, they are responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus. They are responsible for the operation of the school site and are held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs).

Primary areas of responsibility include oversight of the classroom instructional program (including teacher supervision) and site-based community relations.

Minimum Qualifications and Characteristics:

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

Desired (but not required) in order of importance:

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

Responsibilities and Duties

- Manage 5 - 27 school site personnel including the Assistant Principal, all teachers, and office staff.
- Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or CA Induction programs and their ongoing professional development
- The following programs are overseen by the Principal:
 - The Connections Program
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Interventions
 - Parent Connections and Education
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Evaluations
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
 - Work directly with teachers to oversee

- Instruction & Formative Grades including standards maps, benchmark goals, weekly plans for class work and homework, selection and use of texts and support materials (beyond those defined by the CMO), common assessment plans, and differentiated instruction including specialized programs for ELLs and SPED students.
- Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, CELDT, Writing Exams, Midterms & Finals, and Study Island testing).
- Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are input and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
- Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
- Professional Learning Communities (PLC) road map and weekly sessions. Principal gathers input from teachers and then defines the Road Map for the year for our PLC program.
- Professional Development by working with each teacher on their individual professional development program.
- Serve as each teacher's advisor for university internship or mentor for credential renewal.
- Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
- Conduct annual formal teacher evaluations.
- Oversee AP's evaluations of non-teacher employees.
- Based on guidelines, offers bonuses to each teacher and other employee annually in December. Data should be complete by October based on August results.
- Lead proactive student and staff recruiting.
- Conduct information and orientation sessions.
- Oversee school site budget. Directly oversee purchasing for all texts and classroom instructional materials.
- Local fundraising and participation in grant writing activity.
- Develop master schedule and teacher/student schedules.
- Conduct Parent-Principal meetings as needed.
- Oversee creation, change, distribution, and collection of student, teacher, and parent surveys for their campus. Summarize data and use it to inform school improvements.
- Motivate students toward high success and achievement.

B. Assistant Principal of Instruction

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

Minimum Qualifications & Experience:

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

Desired (but not required) in order of importance:

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

Responsibilities and Duties

- Manage 10-15 school site personnel including teachers and office staff. Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or BTSA programs and their ongoing professional development.
- The following programs are under supervision of the Assistant Principal, as supported by the Principal:
 - School counseling
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Interventions
 - Parent Connections and Education
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Coaching
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
- Work directly with teachers to oversee:
 - Instruction & Formative Grades including
 - Standards maps
 - § Benchmark goals
 - § Weekly plans for class work and homework
 - § Selection and use of texts and support materials (beyond those defined by the CMO)
 - § Common assessment plans
 - § Differentiated instruction including specialized programs for ELLs and SPED students.

- Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, ELPAC, Writing Exams, Midterms & Finals, and Study Island testing).
- Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are inputted and summarized appropriately for our monthly progress reports and quarterly report cards
- Oversee production of transcripts as appropriate.
- Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
- Professional Learning Communities road map and weekly sessions.
- The Assistant Principal gathers input from teachers and then supports the Principal in defining the Road Map for the year for our PLC program
- Professional Development by working with each teacher on their individual professional development program.
- Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
- Support Principal in conducting formal and informal teacher evaluations.
- Help support proactive student and staff recruiting. Conduct information and orientation sessions.
- Support the development master schedule and teacher/student schedules.
- Support in the creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements
- Motivate students toward high success and achievement.

C. Teachers (Certificated)

Charter School] complies with the California Charter Schools Act with respect to teacher certification.

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

Qualifications & Experience:

- Bachelor's degree
- Multiple Subject OR Single Subject CA Credential in the discipline of the subject taught
 - Candidates with an intern credential are also considered
- For educators who will support students with an Individualized Education Program, a specific credential is needed:
 - Education Specialist Instruction Credential
- Two years or more of urban teaching experience preferred
- Bilingual Spanish or Korean desirable, but not required
- Possession of either an English Learner Authorization (EL Authorization), Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate; Cross-Cultural, Language and Academic Development (CLAD) certificate, or Bilingual Certificate of Competence (BCC) required.

Teacher Traits:

- Belief that every child deserves an excellent education which prepares him/her for college and life beyond
- Demonstrated ability to teach the whole child in an inclusive setting using modifications and accommodations

- Belief in culturally responsive and anti-bias classroom practices in order to support equity for all students
- Willingness to receive feedback, engage in frequent dialogue, and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction
- Firm, kind approach to managing student behavior
- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

Whole School Responsibilities

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

Instructional Responsibilities

- Adhere to Bright Star curriculum maps and guidelines
- Create weekly lesson plans/overviews
- Plan rigorous lessons aligned to the California State and/or California Common Core standards
- Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
- Participate fully in weekly instructional coaching activities (including analysis of student learning, intellectual prep, observation debrief, etc.) and execute on next steps from the weekly coaching meeting. These meetings will be 45 minutes to an hour weekly with your matched coach.
- Implement feedback from administrator(s) regarding lesson plans and/or execution
- Establish and maintain positive classroom environment
- Implement an aligned instructional program to support students in meeting grade level, school, and district goals
- Support instruction with school-wide supplemental programs
- Maintain gradebooks and meet grading reporting deadlines
- Communicate with families regarding student academics and behavior
- Collaborate with Inclusive Education Team
- Use planning periods for the advancement of students' instructional needs
- Tutor students in need of remediation
- Perform other adjunct duties

D. Assistant Principal of Culture (Classified)

The Assistant Principal of Culture (APC) will manage non-educational student services, the development and implementation of positive behavioral programs, restorative practices; including intervention and discipline. The APC may also act as a counselor to students and will be expected to make appropriate referrals to outside community resources. The APC will be responsible for the tracking of discipline incidents and referrals, investigations, and documentation. The APC will be expected to communicate consistently and work collaboratively with families, counselors, teachers, administration and community partners. The APC will also act as liaison with Los Angeles Unified School District in the event of any expulsion, and may be expected to interface with police and probation officers. The objective of this position is to ensure that the all student culture procedures are followed with strict adherence to Bright Star School policy and Charter. The APC will assure all students are treated in accordance with restorative practices; in a fair and respectful manner while being held accountable. *This role may also be referred to as Assistant Principal of Student Culture or Dean of Restorative Practice.*

Qualifications and Characteristics:

- Ability to develop and build relationships with students and their families
- Strong oral and written communication skills
- Experience working with at-risk youth
- Advocacy skills
- Fluency in Spanish recommended but not required
- Must be detail oriented
- Deep understanding and experience in working with Restorative Practices in School
- Ability to develop and work with various student tracking systems, and use intervention data to inform school-wide social, emotional and academic practices
- Excellent organizational skills
- Proactive approach essential
- Must embody a high sense of integrity and professionalism
- A bachelor's degree or higher
- Experience in a school based setting a must
- Knowledge of adolescent development, social work or clinical psychology desired

E. Student Data Coordinator (Classified)

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

Responsibilities:

- Maintenance of school database within Illuminate (student information system) including but not limited to:
 - Enrollment
 - Student scheduling
 - Attendance
 - Demographic information
 - Staff information
 - Grade reporting tables.
 - Assist with monthly reports to be submitted to the district and the CMO (i.e.: LAUSD Classification, LAUSD attendance, etc.)
 - Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.

- Generate and distribute student progress reports to parents.
- Maintain student assessment accounts/profiles (Illuminate, etc.).
- Assist and coordinate in distribution of data to schools and home office departments
- Run weekly student achievement reports and review with administrators.
- Complete quarterly/yearly district and state reports (CALPADS, CBEDS, SARC)
- Process National School Lunch Program/income applications and verify accuracy.
- Support school wide activities, (i.e. parent conferences).
- Respond to parent inquiries in person and via telephone.
- Assist in translating projects.
- Perform other duties as assigned.

Qualifications:

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

F. School Counselor

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

The Connections Program will focus on two core areas:

1. Student Services

- Relationship building and mentoring
- Academic counseling and support
- Social and emotional support
- College and Career Counseling
- Community resources and referrals
- Participation in Student Activities i.e. chaperoning

2. Family Services

- Parent education and engagement
- Volunteerism
- Provide family resources and referrals

Responsibilities

1. Academic Counseling & Direct Academic Support

- Course selection and scheduling
- Teacher / classroom check-in and push-in academic and behavioral support
- Ensuring students meet their Bright Star Schools Graduation and promotion
- Requirements with quarterly academic check ins

2. Student Mentorship & Counseling

- Behavioral guidance and support
- Appropriate identification of students social and emotional needs
- Provide resources and referrals as necessary

3. Parent Liaison

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

4. College and Career Counseling

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

5. Other Duties may include (based on experience and skill set)

- Coordinate Parent Group activities
- Develop Parent Education curriculum
- Coordinate Student Activities
- Develop and maintain relationships with colleges
- Research and share Summer program, internship and scholarship opportunities

Qualifications and Characteristics:

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

- Familiarity with Naviance and Illuminate a plus

F. Instructional Assistants

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

Responsibilities:

Student Supervision

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

Qualifications and Characteristics

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

G. Office Manager

The office manager of VAES ensures the efficient operation of the school's main office and works with members of the administrative team to ensure the success of the school. The office manager

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

Responsibilities:

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

Qualifications and Characteristics

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

5.3 : Employee Positions – Other Roles

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

B. Office Personnel (Classified)

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

Responsibilities:

- Answering office phone lines
- Assisting students and their families with the enrollment process
- Managing and monitoring office operations in collaboration with the Executive Director and Principal
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing and filing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 at the Charter School

- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School. If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide 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.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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

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

Charter School will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts will be carried out from November through August. Charter School is committed to serving all ethnic groups and maintaining LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, through the use of various advertising techniques to recruit students.

Each year, Bright Star Schools conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. A committee, comprised of various stakeholders from the instructional, administrative and operational sides of the school, meets regularly to complete a complex problem solving model. Using both quantitative and qualitative feedback from the previous year, the model allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year. One of the most valuable sources of data for this exercise comes from non-mandatory exit interviews (of families that have transferred from Charter School to another school site) through which feedback is gathered by Charter School administrators from the students and parents who choose not to enroll or re-enroll at Charter School.

Externally, Charter School will address retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. The enrollment team will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns.

Recruitment Plan

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

- Distribution of informational materials to community organizations including community religious institutions, and other organizations that serve various racial and ethnic populations, such as the local area libraries, recreation centers, local businesses, schools and faith-based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals throughout the year as scheduled
- Outreach meetings in several local regions to reach prospective students and parents in the fall and winter.

- Providing opportunities for parents to speak to our representatives outside popular shopping venues throughout local areas in the spring.
- Development of promotional materials in various languages, mainly Spanish, to inform non- English speaking populations about our school in the summer and fall.
- Work with a diverse group of parent ambassadors to reach out to their community ties and social circles throughout the year. Mail school and enrollment information to areas with high African-American and Latino populations in the winter
- Host events in the fall and spring to give families the opportunity to tour the campus, meet staff, and learn more about the programs.

Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body predominantly consist of Latino/a and also include backgrounds of African - American, Asian and Pacific Islander, among others. Charter School will keep on file materials of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. Charter School seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in underserved communities. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, Charter School’s target demographic seeks to serve that population.

7.2 How this plan will achieve and maintain the LAUSD’s Racial and Ethnic Balance goal

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

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

Specific outreach regarding enrollment

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

- Website: <http://www.brightstarschools.org/District/Portal/Enrollment>
- YouTube advertisement: <https://www.youtube.com/watch?v=8AEftWGA8RI>, as featured on Bright Star School’s YouTube channel here: <https://www.youtube.com/user/brightstrschool/featured>

7.3 Charter School’s plan for achieving and maintaining the LAUSD’s Special Education population percentages

To ensure the Charter School maintains LAUSD’s Special Education population percentages, all of our outreach and recruitment materials specifically highlight our Inclusive Education program and that “All Abilities are Welcome!” If a parent asks about our special education program, every member on our recruitment team is well-versed in the offerings of our program and confirms that we serve students who have an IEP. If the parent asks for more specific information, we connect them to the Inclusive Education directors for a follow up call.

7.4 Charter School’s plan for achieving and maintaining the LAUSD’s English learner population percentages, including redesignated fluent English proficient pupil

To ensure the charter school maintains the LAUSD English Learner population percentages, the outreach and recruitment team translates all materials into the languages spoken by the majority non-English speaking community members in our

local areas. In addition, at every outreach event we have Spanish and Korean speakers ready to connect with families of EL students. Our recruitment materials also specifically list how our small school environment is great for English learners.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the

collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

8.1: Admissions Policies and Procedures

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

8.2: Student Recruitment

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

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

Once any student has been admitted, the school's policy is to collect information pertaining to the student's academic background, including report cards and IEP, if the student has one, so that we can provide all necessary and timely services.

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

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

LOTTERY PREFERENCES AND EXEMPTIONS

If there are more seats available than student applicants, then all student applicants will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all student applicants, inclusive of those with and without preferences will be included in a lottery drawing that includes preferences. This does not apply to existing students. The students who are drawn up to the number of seats available will be offered a seat, and the remaining applicants with preference will be placed at the top of the Charter School's waitlist. Preferences are stated below and shall not violate state and/or federal guidelines and shall be in compliance with the PCSGP Federal Start Up Grant requirements if the Charter School received PCSGP funding.

YEARS 1 AND 2 (IF PCSGP FUNDING IS RECEIVED)

In order to comply with the PCSGP Federal Start-up Grant regulations, if the Charter School received PCSGP funding it will apply the following preferences and exemptions during the first 2 years of its charter term¹³:

LOTTERY EXEMPTIONS

Students currently attending the charter school are exempt from the Lottery process.

LOTTERY PREFERENCES

After all applicants with exemptions have been offered seats, all general applicants will be entered into a lottery drawing based upon the below lottery preferences, in the order listed.

1. Pupils who reside in the District¹⁴
2. Siblings¹⁵ of a currently attending or admitted to the Charter School student, subject to verification by the Enrollment Team.
3. Children or wards of the Charter School's employees, limited to 10% of the Charter School's total enrollment.
4. Students at a non-charter elementary school or in the elementary school's attendance area if at least 50% of the elementary school students are eligible for free or reduced lunch (E.C. Section 47605.3).
5. Children or wards of Bright Star Schools employees, limited to 10% of the Charter School's total enrollment.
6. Other California residents¹⁶

YEARS 3 THROUGH 5 (OR ALL YEARS IF DO NOT RECEIVE PCSGP FUNDING)

If no PCSGP funding is awarded to the Charter School, then the below preferences and exemptions shall control and apply for the entire charter term (years 1-5). If PCSGP funding is awarded, then after the 2-Year¹⁷ PCSGP Federal Start-up Grant period has expired, and during the final three years of the school's charter term, the Charter School will enroll with the following preferences and exemptions:

¹³ Or, any year the school receives PCSGP funding. This footnote has been added to account for any extensions granted by the state which extend PCSGP funding beyond years 1 and 2 of the school's charter term.

¹⁴ In-District Students – in accordance with State law, Charter School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries.

¹⁵ For the purposes of Enrollment Preferences, "sibling" shall be defined as a biological sibling or a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

¹⁶ Other California residents – all students in the lottery living within the State of California, but not within the boundaries of the Los Angeles Unified School District will receive no weighted drawing preference and will have their name submitted once in the lottery pool.

¹⁷ Or, any year the school receives PCSGP funding.

LOTTERY EXEMPTIONS

If there are more seats available than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the number of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the Charter School's waitlist.

1. Currently attending Charter School students.

Applicants with Preference:

- a. Pupils residing in District.
- b. Siblings¹⁸ of a student currently attending or admitted to the Charter School.
- c. Children or wards of Bright Star Schools employees, limited to 10% of the Charter School's total enrollment.

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

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

Our admissions process begins with the submission of a Lottery Application Form at any time during the year. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. Applicants who submit a Lottery Application Form before the lottery deadline are counted to determine if Charter School has received a number of Lottery Application Forms which exceed available seats. If there are more applicants than available seats, the Charter School holds a public random drawing to determine enrollment. The public is notified of the random drawing through our website, flyers in public places (i.e. On campus, libraries, community centers, parks, etc.). Applicants who have submitted a Lottery Application Form are notified of the lottery via automated and/or personal telephone calls and/or email notifications. If there are more available seats in a grade level than there are applicants, all students who have submitted a Lottery Application Form will be offered a seat.

¹⁸ For the purposes of Enrollment Preferences, "sibling" shall be defined as a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

A. Summary of School's Application and Enrollment Process

1. Open Application Period – The open application period begins on the first day of the academic year prior to the academic year being applied for (usually in August) until two weeks before the Lottery. Applicants submitted after the Lottery deadline until the final day of the actual academic year being applied for (usually in June) will be added to the Waitlist. If there are seats available, the student will be offered a seat at the Charter School. Completion of a Lottery Application Form happens at any Bright Star school or online, requiring the same information. Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
2. Random Public Drawing (during late winter/early spring each year). Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
3. Notification to families of outcome (offering of seat or wait list position)
4. Enrollment Packet Submission (to be completed by family within two weeks of receiving their seat offer).
5. Complete Registration forms in July.

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

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

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

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

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

The lottery is coordinated and moderated by the Enrollment Team in a location open to the public (typically on Charter School campus) and advertised to the school community. The Enrollment Team is comprised of Bright Star school support team members who work directly with the charter school to support all charter school outreach and enrollment efforts. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish. Korean translation is available as needed.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are live for those in attendance, and all who submitted a Lottery Application Form are emailed their individual results and follow up phone calls are made by the Enrollment Team and/or school Office Managers for admitted students.

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

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

To ensure a fairly executed program, the lottery is made through a digital lottery management and enrollment program. All applications and preferences are entered and verified in the system ahead of time. The screen with the results is projected in a public space so all attendees can see. Additionally, the Enrollment Team reads the names individually, including the order of the wait list.

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

The random public drawing (lottery) is held in a location open to the public (typically on Charter School campus), to ensure the space is large enough to accommodate all interested families and to ensure accessibility for interested families. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our

website. Applicants who have submitted a Lottery Application form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses.

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

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

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

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

As seats become available in a grade level, the student with the lowest numerical ranking on the waitlist will be offered that seat. The waiting list is kept on file at the school and is valid for the duration of the school year.

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

Once a grade level seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Charter School Office Manager within 48 hours via phone call, and email as a secondary option. The parent/guardian must accept enrollment for their students within two weeks of notification by calling or emailing the school staff or our Enrollment Team with their intent to complete the

enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will be removed from the Accepted Applicants list. If the student's family contacts the school after the deadline, they will have to reapply. If there are seats available, they will be offered a seat. If there are no seats available, they will be placed on waiting list.

The records the school shall keep on file documenting the fair execution of lottery procedures. Copies of all Lottery Application Form, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team.

Attendance Accounting

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

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

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

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(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(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

9.1: Annual Financial Audits

Adequate cash flow for Charter School is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Chief Business Officer regularly prepares annual budgets with three year forecasts as well as monthly financial reports, including revenue and expenditure reports, balance sheets, monthly forecasts, and cash flow statements that the Board of Directors reviews during their board meetings. The Bright Star Schools accounting department maintains financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

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

the audit and for ensuring the auditor sends the completed audit to the required agencies by the statutory deadline.

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

Element 10: Suspension and Expulsion Practices

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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.. 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.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. 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 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, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

10.1 : Discipline Foundation Policy

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

The Charter School uses a value-based system to develop and promote positive student behavior and supports. These supports include school-wide incentive programs, community-building activities and relationship-building practices at all grade levels.

Professional development is offered at all levels of the organization to support the importance of building healthy relationships, strong communities and development of restorative practices. Professional development is offered for all staff prior to the beginning of the school year, and organization-wide professional development events are facilitated five (5) times each year. Each year, a professional development plan is created in alignment with feedback from data and surveys of all stakeholders.

The contents in the student handbook are consistent with provisions in this petition, applicable Districts policy(ies), the School Climate Bill of Rights and all applicable law. The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Under the Charter School's Discipline Foundation Policy, students who do not adhere to stated expectations in the Charter School's student handbook for behavior and who violate the Charter School's rules will face consequences for their behavior.

Consequences may include, but are not limited to:

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

Any student who engages in repeated violations of the Charter School's behavioral expectations that cannot be dealt with through counseling and other tiered intervention strategies, will be required to attend a meeting with the Dean of Students and/or the School Principal and the student's parent/guardian. Such tiered interventions for behavior may include, but are not limited to, Ripple Effects (a social and emotional learning and behavior intervention online platform), one on one counseling, or targeted behavior interventions. The Dean of Student Conduct will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, supports and consequences for failure to meet the behavior expectations which may include, but are not limited to, suspension for offenses enumerated as suspendable below. Behavior contracts are consistent with provisions in this petition, applicable Districts policy(ies)/School Climate Bill of Rights and all applicable law and may be implemented.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Charter School staff are trained in and annually review de-escalation strategies for students at the Charter School. Biweekly, staff participate in professional development focused on teaching, communicating and practicing the school's discipline policy to ensure Charter School practices are consistent. These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior (when possible), and safely stabilizing students through de-escalation techniques who have been triggered. Means of restoration following enforcement of consequences commonly used to build community and/or restore relationships are:

- Providing opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- Provision of any number of resources or referrals to community-based organizations offering youth programs or supports
- Opportunities for school-based counseling through our partnerships with community-

based organizations.

At the school student behavior data is monitored through a software program customized by the Charter School to manage behavior and character education.

In-School Suspension

The Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues. School counselors work with students on in-school suspension and their family to arrange a schedule for the student to work on personalized learning assignments through personalized learning assigned by the teacher, as needed to ensure s/he is able to keep up with school work while on suspension. While a student is on in-school suspension, he or she will be supervised by the Charter School's Assistant Principal in the Charter School's administrative office. This ensures the safety of the general student body, staff and school campus visitors. Additional supports provided to the student and their family are counseling and an assigned, individualized social-emotional learning scope and sequence. The maximum number of days for an in-school suspension shall not exceed 5 days per incident or more than 20 days in an academic year.. The provisions defined below, including family notification, apply to in-school suspension as well as out-of-school suspension.

It is the Charter School's preference to keep students on campus as frequently as possible and to limit the number of suspensions issued. The Charter School reserves out of school suspensions, for when a student may be at risk to themselves or others on campus.

10.2 Suspension and Expulsion Policy and Procedures

Policy

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it

may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are made in consultation with the Charter School Division. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

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

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

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

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A

photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C)

any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Assistant Principal or Dean of Students, as a designee of 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 or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or the Assistant Principal or Dean of Students, a designee of the 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 of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by a fair and thorough investigation including witness statements, physical evidence, and other relevant factors, such as contributing life events and circumstances, and whether other means of correction can adequately reduce the length of suspension. For students with IEPs, the Inclusive Education Specialist and/or Director of Inclusive Education

will counsel the Principal on additional factors that are relevant to making the determination. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the additional term of the suspension. A suspension exceeding 5 days would occur in the event that the Principal does not believe, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. In the event the student is suspended they are placed in an interim educational setting within the District.

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended, not to exceed a maximum of 20 school days, pending an expulsion hearing. In such instances when the Principal of the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

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

The suspension of a student will be at the discretion of the Principal, Assistant Principal or the Dean of Students (as a designee of the Principal). A suspension appeal may be made in writing to the Principal within the term of the suspension. Within 48 business hours, a decision will be made by the Head of Schools regarding the appeal of the student suspension, and this decision will be considered final.

4. Homework Assignments During Suspension

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

D. Authority to Expel

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

A student may be expelled by a neutral and impartial Disciplinary Panel, The Disciplinary Panel shall consist of three members of the Bright Star Schools Board of Directors. The Disciplinary Panel shall be presided over by a member of the Panel designated as a hearing chairperson. The Disciplinary Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing, with a maximum of 20 total days in suspension. Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

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

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

Following a recommendation for expulsion and a hearing, the Disciplinary Panel, consisting of three impartial members of the Bright Star School's Board of Directors, will make a final decision whether to expel. Any Board member who has independent knowledge of the student or disciplinary circumstances shall not participate as a member of the Disciplinary Panel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing, which will be emailed and mailed within 48 hours of the request for the hearing, shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

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

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

3. 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.
4. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
5. At the discretion of the Disciplinary 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.
6. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
7. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
8. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Disciplinary Panel from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

9. 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 entity 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 of the Disciplinary Panel 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.
10. 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.
11. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
12. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The Charter School will create a written record of the expulsion proceeding in a separately-maintained file, which will be utilized in an appeal process if pursued. The record shall be made available to the parents upon request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an

expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Disciplinary Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Disciplinary Panel shall be in the form of written findings of fact. The final decision by the Disciplinary Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Disciplinary Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Disciplinary Panel to expel, shall send written notice of the decision to expel, including the Disciplinary Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student; (c) rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines and process for reinstatement and/or readmission following completion of the term of expulsion.

J. Disciplinary Records

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

K. Expulsion Appeal

An expulsion may be appealed in writing within ten working days of the communication of the expulsion to the parent or guardian and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The Bright Star Board of Directors, excluding the members of the Disciplinary Panel who presided over the original expulsion hearing, shall hear the appeal. For an appeal, the student and guardian and or advocate may provide the reasons they disagree with the original findings and or his/her rationale for why they feel in some way the process was flawed. The Principal will also have the opportunity to represent their findings and reason for original recommendation.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a readmission eligibility review date. For students whose expulsion has been overturned, a re-entry conference will be facilitated by a trained school personnel the next school day, and the student will resume regular classes immediately.

The decision of the Bright Star Board of Directors will be final. If the student is expelled or if expulsion is upheld on appeal, Charter School shall notify the Student Discipline and Expulsion Support Unit "SDES" including submitting an expulsion packet to include expulsion order, rehabilitation plan, and reinstatement eligibility immediately.

L. Rehabilitation, Reinstatement, and Readmission

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior such as sexual assault shall be communicated to the school district or school to which the student matriculates.

The term of the expulsion shall remain in effect for not more than one academic year or until the Governing Board of Bright Star Schools otherwise authorizes the pupil's readmission upon successful completion of the rehabilitation plan. The terms of the rehabilitation plan are developed by considering logical consequences for the behavior which the student is being expelled. During the time of expulsion from the Charter School, the student shall comply with the rehabilitation plan, and have satisfactory grades and attendance during the time of the expulsion, and may be asked to receive appropriate and related counseling services.

The decision to readmit a student shall be at the sole discretion of the Bright Star Schools Board, following a meeting with the Executive Director and the student and/or parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the Charter School at the time the student seeks readmission.

M. Notice to Teachers

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

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

11.1 Employee Retirement Systems

The Bright Star Schools Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, Part-time staff, etc.), in consultation with the LAUSD Charter School Division.

All staff members in certificated positions of Charter School participate in the California State Teachers’ Retirement System (CalSTRS). Charter School shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for CalSTRS or similar programs. All withholdings from employees and Charter School will be forwarded to the CalSTRS Fund as required. Charter School shall continue participation in STRS so long as it operates under the charter, or as otherwise required by law.

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System, and/or federal social security.

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

In other words,

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

The Vice President of Human Resources will ensure the appropriate arrangements for coverage have been made and will be sustained.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

12.1 Public School Attendance Alternatives

As a public school of choice, Charter School does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

Element 13: Rights of District Employees

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

Valor Academy Elementary School
May Oey
600 S. La Fayette Park Place, Los Angeles, CA - 90057

- 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
Ms. May Oey
Valor Academy Elementary School
600 S. La Fayette Park Place

- 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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 requirementsIn 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 recordsIn 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 closureNotification 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 employmentWithin 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.

Bright Star Schools' Executive Director and Deputy Superintendent of Education, along with the School Principal, will serve as the school's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills). The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:**

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**
 - (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
 - **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
 - **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School

shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide 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.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster

child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(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.. 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.

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

“involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student’s teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil’s overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

[Charter School Name]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date

of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

[Charter School]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance"

and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building

leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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