Charter Petition for
Vista Charter Middle School

Submitted by:
Vahe Markarian

Board Members:
President: Jose Rubio
Treasurer: Dr. Jack Bagwell
Secretary: Dr. Albert Hasty Arnold
Board Member: Dr. Todd Clark
Board Member: Don Wilson

Submit to:
Los Angeles Unified School District
Charter School Division
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Assurances and Affirmations

Vista Charter Middle School (also referred to herein as “VCMS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent
that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

VCMS opened its doors during the 2010 school year.

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. 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 annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC Accreditation**

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

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) 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 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.
As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

  Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
1. **GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Vahe Markarian</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>2900 West Temple Street, Los Angeles, CA 9026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(213) 201-4000</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>2900 West Temple Street, Los Angeles, CA 9026</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>LAUSD District 4</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>LAUSD Educational Service–East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6th–8th</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>420 students</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>6th–8th</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 12, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>420 students</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in</td>
<td></td>
</tr>
<tr>
<td>Charter School regardless of student residency).</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round,</td>
<td>Traditional</td>
</tr>
<tr>
<td>single track/multi-track, extended day/year) will be:</td>
<td></td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8am -3:03pm</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>

**Student Achievement Analysis and Reflection**

VCMS opened in the fall semester of 2010. After a thorough review of our first three years of student achievement data, we’ve summarized our positive trends and also identified areas for further growth and development. Below is an analysis and narrative regarding CST scores for 6th – 8th grade from 2011-2013.

**6th Grade**

**Sixth grade** standardized test results show positive trends in the increase of student proficiency. In CST Math, from 2011 to 2013 the number of students scoring Far Below Basic **decreased** from 12% in 2011 to 2% in 2013. Simultaneously, the number of students scoring Below Basic **decreased** from 43% to 23%. A significant upward rise resulted from 55% of students in 2011 scoring at the Far Below Basic and Below Basic levels to only 25% in 2013. This equates to a 30% of students moving into the Proficient levels and above—a significant number of students working to their grade level potential.

During the same period of time the number of 6th grade students scoring Proficient and Advanced on the CST Math **increased** from 19% total (18% Proficient and 1% Advanced) to 41% total (26% Proficient and 15% Advanced). The percent of students scoring Proficient or Advanced **more than doubled** from 19% to 41%, reflecting an increase of 22%.
**7th Grade**

**Seventh Grade** standardized test results also show positive trends. In CST Math for 7th grade, from 2011 to 2013, the number of students scoring Far Below Basic and Below Basic **decreased** by almost 20% from 47% to 28%, while the number of students scoring Proficient and Advanced **increased** from 20% to 33%.

In CST English Language Arts, the number of 7th grade students scoring Proficient and Advanced **increased** from 42% to 51% while the number of students scoring FBB and BB **decreased** from 18% to 10% over the same period of time.

**8th Grade**

**With only two years of state standardized testing due to the discontinuance of the CSTs after 2013, Vista eighth graders have demonstrated significant growth as well.** Standardized test results from 2012 through 2013 also reflect the following positive trends: In English Language Arts, the number of students scoring Proficient and Advanced **increased** from 33% to 38%. In History, the number of students scoring Proficient and Advanced **increased** from 21% to 40% while the number of students scoring Far Below Basic and Below Basic **decreased** from 57% to 20%, a 37% decrease. In Science the number of students scoring Proficient and Advanced **increased** from 23% to 35% while the number of students scoring Far Below Basic and Below Basic **decreased** by 22%, from 61% to 39%.

VCMS’s 8th grade English Learner subgroup has also shown positive growth. In History the number of EL students scoring Basic and above **increased** from 5% in 2011 to 46% in 2013, an increase of 41%. English Learners also demonstrated growth in Science with 12% scoring Basic and above in 2011 **increasing** to 23% in 2013.

In noticing that the math results yielded a need to intervene and with the mindset that an effective program could help offset the math numbers towards a positive trend, the ALEKS (Assessment and Learning in Knowledge Spaces) math internet intervention program was utilized as a pilot program. During its pilot year, ALEKS results indicated that 76% of the 6th grade students who participated in the program improved on their CST scores from 2012-2013. Based on this program’s success in its pilot year, Vista’s instructional leadership and the GLF (Grade Level Facilitators) team met towards the end of the 2013-2014 school year. In order to support, school-wide, our students in math, the school decided to extend the Advisory period from 50 to 63 minutes in order to secure a block of time in which ALEKS would be implemented. The school has made refinements in its Master Schedule so that all students can benefit from this personalized academic support program. Currently, all 6th, 7th and 8th grade students are benefiting from 35 minutes of ALEKS web-based math instructional support during their Advisory period.

The instructional team at Vista has also reflected on Academic Growth Over Time (AGT) results to better understand and identify opportunities to enhance the instructional program and to ensure continued growth in the proficiency of all students. Below are a few examples of both positive trends as well as opportunities for refinement.
In English Language Arts, AGT reflected the following positive trends between 2012 and 2013. In 2012 school wide ELA was rated at Within Predicted Growth (3.2) and in 2013 increased to **Above Predicted Growth** (3.8). During the same period 7th grade ELA results improved moving from Within Predicted Growth (2.7) to **Above Predicted Growth** (4.3) while 8th grade ELA increased from (2.3) to (3.2), remaining Within Predicted Growth.

We recognize that 6th grade ELA dropped slightly and we are working to address this. Some of the areas of focus include: ensuring that all of our English Language Arts classes are covering the same curriculum at the same time. For this reason, we created our Course at a Glance as well as our Curriculum Map. The intent of the Course at a Glance was to ensure that all of our 6th grade teachers’ curriculum was aligned for assessment purposes. This is helpful in being able to identify gaps early on. In addition, assessments every three weeks and Quarterly Assessments have been built into the Curriculum Map to ensure that we are not only assessing for content, but also so that we may be able to: identify struggling students to give them additional support (Homework Club, After School Program, etc.), re-teach concepts that may be low for the entire grade level, so that results can enhance/drive current instruction, and so that teachers are able to compare “apples to apples” when it comes to Quarterly and Trimester Assessments.

An analysis of mathematics within the AGT framework reveals the following growth: Between 2012 and 2013 school wide mathematics showed a slight **increase**; 6th grade showed an **increase**, remaining Within Predicted Growth; and, 8th grade showed an **increase** moving from Below Predicted Growth to Within Predicted Growth. The Vista instructional team recognizes the opportunity and need to continue to develop the proficiency level in mathematics for all students and we are confident that the refinements we have made to the ALEKS intervention program will yield positive results in student growth.
## Surrounding Schools Demographic and Performance Data

### Address:

| LAUSD Schools | # of Students [YEAR] | % of Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | [YEAR] Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | [YEARS SPAN] API 3 Year Average | [YEAR] API Statewide Rank | [YEAR] API Similar Schools Rank | [YEAR] School Performance Framework Classification (SPF) |
|---------------|----------------------|-----------------------------------------------|---------------------------|----------------------|---------------------|---------------------|---------------------|----------------|---------------------------|-----------------------------|-----------------------------|-----------------------------|---------------------------------|
| **Berendo MS** (2.5 miles) | 1308 | 91% | 12% | 73% | 92% Hispanic | 5% Asian | 1% African American | 40 | No | No | 723 | 3 | 8 | 5 (Service and Support) |
| **Virgil MS** (Based on LAUSD’s website) (1.1 miles away) | 1107 | 88% | 7.6% | 36% | 85% Hispanic | 7.6% Filipino | 4% Asian | 11 | Yes | No | (see CDE screenshot below) | 3 | 9 | 15 (Service and Support) |
| **Sal Castro MS** (Based on LAUSD’s website) (1.8 miles) | 511 | 91.5% | 12.5% | 27% | 91% Hispanic | 3.1 African American | 5% Filipino | 5 | No | No | 688 | 1 | 3 | 8 (Service and Support) |
| **Charter Schools** | | | | | | | | | | | | | | |
| **Vista Charter MS** | 420 | 91% | 5% | 49% | 86% Hispanic | 9% Filipino | 5% African American | 39 | Yes | Yes | 726 | 3 | 5 | 10 (Watch) |
| **N/A Surrounding schools are K-8 or 6-12** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
Virgil MS – API 3 year average

A 3-Year Average API Report is not available for this school because they did not meet one of the criteria below:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years and;

2. The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student’s assessment results are included in the calculation of the API).

2012-13 Student Ethnicity

<table>
<thead>
<tr>
<th>School</th>
<th>Total Students</th>
<th>African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Asian</th>
<th>Other**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista Charter Middle School</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sal Castro Middle</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ethnicity Data. Source: California Department of Education. **Other includes Indian, Pacific Islander, Filipino and Multi-Racial groups and nonresponses.
2013 API Achievement Gap Comparison

* Schools that do not have enough students to comprise a numerically significant subgroup will show a blank bar for that subgroup.

Source for API data: 2013 API Growth Scores (most recently published 2012 API Growth file), schools participating in the Alternative Schools Accountability Model (ASAM) are excluded.
2012-13 Performance Scatterplot: Vista Charter Middle School vs. Manually Selected Schools

CCSA Accountability Framework: API Status, Growth, and Similar Schools Measure (SSM) results only apply to schools four years and older. The SSM uses three years of Percent Predicted API data to classify schools into performance bands.

SSM Performance Band
- Far Above All Years
- Above All Years
- Above Most Years
- Within/Fluctuating
- Below Most Years
- Below All Years
- Far Below All Years
2012-13, Grade Level CST ELA Proficiency

For each grade level, the left bar is the selected charter school and the right bar is an average score of the three comparison schools. Depending on comparison schools chosen, data may not be available at every grade level.

CST ELA % Proficient and Above

- Gr 6-CST English-Language Arts: Vista Charter Middle School 43, Average of Comparison Schools 42.67
- Gr 7-CST English-Language Arts: Vista Charter Middle School 51, Average of Comparison Schools 35
- Gr 8-CST English-Language Arts: Vista Charter Middle School 38, Average of Comparison Schools 37.67

2012-13, CST Proficiency Comparison: Vista Charter Middle School vs. Manually Selected Schools

CST ELA % Proficient and Above

- Vista Charter Middle: Selected 44.4
- Sal Castro Middle: Comparison 33.8
- Ilreendo Middle: Comparison 39
- Virgil Middle: Comparison 42.1
2012-13, Grade Level CST Math Proficiency

For each grade level, the left bar is the selected charter school and the right bar is an average score of the three comparison schools. Depending on comparison schools chosen, data may not be available at every grade level.

CST Math % Proficient and Above

- Gr. 6-CST Math: 41, 45.33
- Gr. 7-CST Algebra I: 30.67
- Gr. 7-CST Math: 33, 32
- Gr. 8-CST Algebra I: 12
- Gr. 8-CST General Mathematics (Grades 6 & 7 Standards): 1, 15.33
- Gr. 8-CST Geometry: 63

Legend:
- Vista Charter Middle School
- Average of Comparison Schools

2012-13, CST Proficiency Comparison: Vista Charter Middle School vs. Manually Selected Schools

CST Math % Proficient and Above

- Vista Charter Middle: 27.8
- Sal Castro Middle: 40.6
- Berendo Middle: 47.8
- Virgil Middle: 43.1

Legend:
- Selected
- Comparison
Science –CST
<table>
<thead>
<tr>
<th></th>
<th>Advance (%)</th>
<th>Proficient (%)</th>
<th>Basic (%)</th>
<th>Below Basic (%)</th>
<th>FBB (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>4%</td>
<td>19%</td>
<td>16%</td>
<td>21%</td>
<td>40%</td>
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<tr>
<td>Spring 2013</td>
<td>14%</td>
<td>21%</td>
<td>26%</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>47%</td>
<td>32%</td>
<td>13%</td>
<td>5%</td>
<td>3%</td>
</tr>
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</table>
### 3. Surrounding (SPAN) Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>Address</th>
<th>Charter Schools</th>
<th># of Students [YEAR]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>[YEAR] Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>[YEARS SPAN] API 3 Year Average</th>
<th>[YEAR] API Statewide Rank</th>
<th>[YEAR] API Similar Schools Rank</th>
<th>[YEAR] School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista Charter MS</td>
<td>420</td>
<td>91%</td>
<td>5%</td>
<td>49%</td>
<td>86% Hispanic</td>
<td>9% Filipino</td>
<td>3% African American</td>
<td>39</td>
<td>Yes</td>
<td>Yes</td>
<td>726</td>
<td>3</td>
<td>5</td>
<td>10 (Watch)</td>
<td></td>
</tr>
<tr>
<td>Sandra Cisneros Learning Academy (CN#4)</td>
<td>457 (CDE)</td>
<td>96%</td>
<td>13%</td>
<td>58%</td>
<td>89% Hispanic</td>
<td>7% Filipino</td>
<td>2% African American</td>
<td>-15</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>6</td>
<td>7</td>
<td>6 (Service &amp; Support)</td>
<td></td>
</tr>
<tr>
<td>1018 Mohawk St. 90026</td>
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# Sandra Cisneros-Camino Nuevo #4

## Academic Performance Index (API) Report

### 3-Year Average API School Report

- **School:** Camino Nuevo Charter Academy No. 4
- **LEA:** Los Angeles Unified
- **County:** Los Angeles
- **CDS Code:** 19647330124826

**School Type:** Elementary

**Charter:** Direct Funded Charter

**API Links**

- LEA List of Schools
- County List of Schools
- Glossary
- 3-Year Average Guide

A 3-Year Average API Report is not available for this school because they did not meet one of the criteria below:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and,

2. The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student’s assessment results are included in the calculation of the API).
Success of the innovative features of the educational program

As a Charter School, we have made structural changes that are going to yield positive results in many areas. One of our most innovative actions was to align curriculum to the Common Core State Standards and Next Generation Science Standards, with the “end in mind”, assess throughout and include essential questions by having every core subject (Language Arts, Math, Science and Social Science) create their Course at a Glance and Curricular Maps.

These tools were essential to know exactly where every department is heading to best prepare for the SBAC. It also is helpful as students are continually assessed in cycles of three weeks and a Quarterly Assessment at the end of every 9 weeks of instruction. In addition to our Course at a Glance and Curricular Maps, teachers utilize student passport. Student Passports identify students’ with IEP present levels of performance in reading, writing, math, ELD (if applicable), vocational education, IEP goals, as well as classroom accommodations and testing accommodations. These passports assist teachers support students with IEPs and 504 Plans in the classroom.

Another unique approach to ensure that our English Learners are reclassifying was to ensure that all ELD classes have the same common curriculum so that cross grade level collaboration may occur. In an attempt to provide students the opportunity to own their data (prior test results); VCMS created an a forum for students to explore their individual scores (CST, CELDT & ELA grades), in a reflective approach; all ELD students received clarity on how and why students were English Learners. Through these PowerPoint presentations, ELD teachers described the importance of reclassification prior to High School; teachers discussed the criteria that must be met to reclassify during all portions of the CELD exam, and students monitored their learning through discussion and goal setting. Our teachers have already cross-collaborated and have attended training together so that they may also support each other throughout the year. The cohesiveness of the ELD Department also looked at the importance of preparing students for the CELDT, thus, our ELD students have been receiving support in the areas of listening, speaking, reading and writing school-wide.

In a like manner, all students are receiving intervention time in math utilizing the ALEKS program to enhance their math skills; Accelerated Reader (AR) is also a web-based reading program in which students read and take comprehensive tests of the books they read. VCMS finds Accelerated Reader a key component to schoolwide literacy as the program stars with a diagnostic focusing on reading comprehension, word recognition, etc and it is assess three times per year. Students receive points, Percentile Rank Scores and Grade Equivalent scores. This helps students understand their current reading level, where they rank and also what achievable goals they can reach based on their reading.

In technology, the Vista News (where all students get the same message across) is shared weekly with entire student body through the Advisory period. Also, Advisory consists of school culture lessons, Grade Checks (where teachers are having individual meetings with students to review their grades), as well as our Anti-Bullying program. This teacher created program focuses on anti-bullying awareness, reflections and the impact that bullying has on our school. Teachers and students are also working on Personal Learning Plans, which are individualized for all students.

The Personal Learning Plans are reflective tools that help students to reflect their efforts, their learning and set new goals. Furthermore, Personalized Learning Plans focus on the student as a whole; how they did during the Quarter; did they achieve their goals; what helped them reach these goals/or not, did they provide help to others, review their study habits for the past cycle, and what do they have to do to do better on the next cycle. Lastly, Personal Learning Plans also focus on a key
aspect of students during this developmental stage in their lives; their self image. Students are asked to write 3 characteristics they love about themselves and 3 areas they would like to develop or improve about themselves. Teachers then monitor students’ responses and intervene when needed; some interventions include: before school tutoring, after school tutoring, homework help provided by teacher, and lunch support by teacher and administration. These interventions are determined based on students’ academic grades, work habit grades and test results.

VCMS offers different support systems for students who need additional support. For example, students in RSP receive their support through the RSP teacher. However, the RSP teacher does the “push in” model, supporting students in the classroom during the most critical time of their learning. The RSP teacher also communicates often with the general education teacher to meet the IEP goals and at the same time, supports the teacher and student in the regular classroom setting. Additionally, English Learners receive support in smaller class size (6th grade 15, 16 students, 7th grade 15, 16 students, and 8th grade 11 students). Students were also grouped based on CELDT results in order to receive instruction aligned with the ELD standards. With the small number of students per class, teachers are able to provide them with more assistance. Also, ELD students are aware of the Reclassification criteria and have made individual “student goal” sheets that specifically target their areas of improvement in order to reclassify. VCMS works closely with the Bresee Foundation, which provides an afterschool program and family services for at-risk youth in the Rampart community. Also, all teachers at VCMS are only an email, phone call or a conversation away in order to receive support from administration. Lastly, more than half of the entire student body stays after school for our After School program, which is grant driven and ran by the Youth Policy Institute.

WASC’s visit (2013)- Schoolwide Areas of Strength

1. VCMS Administrative team (Executive Director, Principal and/or Curriculum Administrator) has already begun the process of collecting and analyzing data in a systematic, comprehensive way. Vista has made this a priority since opening three years ago;

2. Parent community is very supportive as illustrated by the huge increase in the number of families who attend parent meetings, including “Coffee with the Principal”;

3. Teachers are actively involved in creating their own professional learning plans and are invested in creating a quality program;

4. Classroom instruction and bulletin boards demonstrate a wide variety of instructional strategies and integration across disciplines.

5. The music program is amazing;

6. The vision and mission are woven throughout the physical environment in every classroom.
In addition, teachers reinforce the expectation that students will “learn like champions”.

In reviewing school-wide data, one of the areas to focus on was mathematics. For this reason, last year the school piloted the ALEKS program in order to determine its success with students. Based on the results, the Grade Level Facilitators and Administration decided to embark on implementing the ALEKS program school-wide with all students learning from the program for a minimum of 35 minutes in the Advisory period. Enrichment is included in the Advisory period in order to support students in different areas. School-wide, all students are currently participating in the program. In discussions with grade level and departments, there was a need for aligning the curriculum. Thus, both the teachers and administrators worked over the summer to identify a yearly plan that would include the standards, essential questions, and curriculum to be used, alignment to the Common Core, assessment dates and specific dates for teaching these standards. School wide, every department and grade level now has a Course at Glance which describes the overall learning that is to take place throughout the year, including specific dates for assessments.

Additionally, every department and grade level has created a Curriculum Map which specifically states which standards are to be covered, assessments and essential questions that students must learn. Both the Grade Level Facilitators and the administration agreed that in order to determine how students were learning, assessments were critical throughout the year. Students will be assessed once every 3 weeks and a Quarterly test (after 9 weeks of instruction) will also be given. Teacher and administration will help create the assessments every three weeks and administration will be in charge of the creation of the Quarterly Assessments. Results will be analyzed to determine action steps to follow. Electives are also now aligned to a core subject. All electives also include a Course at a Glance as well as a Curriculum Map. In noticing that last year the 6th graders struggled in mathematics, an intensive supplemental mathematics skills course is offered for students who are struggling the most.

The District Validation Review also demonstrated that last year we had a 100% IEP completion rate. In an effort to ensure that teachers and administrators are monitoring students throughout the school, every student has developed a Personalized Learning Plan. In order to support all students while at Vista this plan is monitored by teachers and administrators. In this plan, teachers communicate closely with the students so that teachers can determine whether students are in need of support. Students self-reflect on their goals, their learning and analyze their contribution towards their grade. The PLP is comprehensive and it gives opportunities for students to analyze their own learning; where students are interacting with their own content, reviewing their data and making decisions on how to improve their daily habits.

In the technology arena, VCMS is closing the Achievement Gap by ensuring that all students have access to technology via a personalized ChromeBook in their classrooms. Teachers regularly utilize ChromeBooks to enhance the curriculum. Students are continuously asked to access technology in the classroom to be engaged in their learning, as a tool to research, or to access websites, videos, e-books that coincide with lessons learned. ChromeBooks are utilized daily; as evidenced by students learning from the ALEKS program during Advisory period. Teachers are constantly embedding technology in the classroom with teacher-friendly websites such as Class Dojo, Socrative, Noteflight Composition, Spotify Music Player, Google Docs, Google Classroom, Active Instruction, Knowmia, Explore Learning, YouTube, Doceri, Classcards, PollEv, etc. In an attempt to address the lack of computer literacy with our incoming 6th graders, our Master Schedule was modified to support
student needs. In the 6th and 7th grade, we added computer literacy courses that support online assessments, typing skills, and knowledge of computer programs. Additionally, Vista students are preparing for the SBAC (Smarter Balance Assessment Consortium) through computer literacy via their daily use. As an example, the mathematics department is currently using an on-line course system called Digits that is computer enhanced and allows students to interact daily with technology.

In the area of science, we are at the beginning stages of incorporating the Next Generation Science Standards (NGSS). Our curriculum maps in science also include a correlation to the NGSS. Our teachers are beginning to incorporate the standards progressively into their lessons. The Next Generation Science Standards are inquiry-based and thus teachers will provide opportunities for students to do Performance Tasks. Students will have Performance Tests through OARS. Our highly skilled teachers also support students in preparing them for the SBAC by giving them opportunities to work in groups to complete common tasks. These tasks have a DOK level of 3 or 4 in which students are asked to synthesize, analyze and produce a product (whether written, technology based, or in form of a project). Such Performance Tasks prepare students to be equipped to demonstrate high level of knowledge when taking the SBAC test.

“The NGSS provide a powerful set of policies to guide the improvement of science education. As important and challenging as the development of the NGSS is, the standards represent only one step in the progress of standards-based improvement of science education.” (Bybee, Rodger, Translating the NGSS for classroom instruction, p 4).

Our school adopted the Dr. Charlotte Danielson Evaluation Instrument as a way to measure and support teacher effectiveness. In the past, Vista teachers were evaluated on a “Professional Learning Plan” which focused on reflection and student data analysis. However, in the 2014-2015 academic year, teachers and administrators are using the Dr. Danielson framework as it is a structured program that allows teachers to self-analyze and to work towards being at the distinguished level. Danielson’s framework gives teachers the ability to distinguish, in any area, whether they are proficient, below, or if they can work towards achieving new heights. It is also very scripted and shows examples so teachers are easily able to differentiate between any levels of performance. The framework covers four major domains: Planning & Preparation; Classroom Environment, Instruction & Professional Responsibilities. Within those domains are the different components listed below:

**Domain 1: Planning & Preparation**
- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

**Domain 2: The Classroom Environment**
- 2a Creating Environment of Respect and Rapport
- 2b Establishing Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space
Domain 3: Instruction
   3a Communicating with Students
   3b Using Questioning and Discussion Techniques
   3c Engaging Students in Learning
   3d Using Assessment in Instruction
   3e Demonstrating Flexibility and Responsiveness

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

          -Enhancing Professional Practice
          Charlotte Danielson

Our Professional Development will focus on these standards and review them in-depth. Teachers have participated in valuable discussion that allows them to self-reflect and to determine next steps of action so that they may progress to the next level within the components. Administration leads these Professional Development days.

All teachers participated in a one-day training to kick off the school year. At such training, teachers learned the overview of four domains of the framework; Planning & Preparation; The Classroom Environment; Instruction & Professional Responsibilities. Teachers are also going to be evaluated this year utilizing the Danielson Framework. Throughout the year, Professional Development will include the Danielson Framework training to ensure that PD is consistent and focused throughout the year.

For example, our consultant and math coach from the Center for Teaching and Learning from California State University, Northridge, will support math teachers throughout the year by providing 2 ½ hour coaching sessions and visit Vista teachers during one week each quarter. In order to best support students for the Performance Task on the SBAC, as a school, we will be focusing on student engagement; through the lens of Domain 2 - Environment, from the Danielson's Framework. We will also incorporate the Common Core Standards and Depth of Knowledge as we delve into the issue of student engagement and differentiation. The support provided by the Center for Teaching and Learning from California State University, Northridge focuses on: planning, observing, and debriefing with teachers in regards to the engagement strategies they implement in their classrooms. Visits will be on the weeks of September 8th, November 13, January 26 (2015) and April 13 (2015). During those weeks, the focus on the first day will be a planning session with each individual teacher. The second visit that week will be for observation in the classroom and the last visit will be for debriefing.

Along with all the training, an administrator supports teachers via coaching. Teachers are able to get a second set of eyes in the classroom to help them enhance their craft. Through coaching, teachers are not only able to reflect but are able to receive support so that they can improve on different areas of their teaching.
VCMS continues to grow and nurture community partnerships that support our parents and students; GRYD, Breese, Children’s Institute. VCMS understands the importance of these partnerships are possible resources for any needs that our students may have. Additionally, being resourceful with these partnerships will also result in parents receiving support they may need at home. In order to also help parents feel welcomed at school, VCMS is opening a Parent Resource Center that will help parents in different ways. Courses offered will include: computer literacy, student support, GED and ESL classes as well as parent workshops. In addition, the Parent Resource Center will house a Parent Coordinator who will be in charge of ensuring that parents receive any type of support; this position is a paid position funded by the Youth Policy Institute.

Parents will be able to come to the Parent Resource Center and will be able to request any assistance that they may need. The Parent Coordinator (funded and supported by the Youth Policy Institute) will then be in charge of: 1) helping the parent out if possible, 2) refer the parent to the person who can help him/her, or 3) guide him/her in the steps to take to ensure that they receive the help they were seeking. Additionally, our after school grants (21st Century Supplemental Grant and the After School Education and Safety Program) are able to support educational field trips and this year we also plan to extend the invitation to not only the parents, but also the students. Again, this is with the focus in mind of involving parents in the educational setting as much as possible.

- A Parent Resource Center is opening its doors this school year that support parents in the following courses/topics: computer literacy, student support, GED courses, ESL classes and parent workshops
- VCMS continues to grow and nurture community partnerships that support our parents and students – GRYD, Bresee and Children Institute,

Student Population To Be Served

4. Identify and describe the charter school’s target student population.
   Address:
   - Grade levels to be served
     ○ 6th-8th

Student success in the middle grades is critical to success in high school, college, and future careers. VCMS is a small family style oriented school that develops relationships with students and families to meet the needs of this community. Depending on what happens during the middle grades, students may become discouraged and give up, or they may be inspired to become adaptable and confident lifelong learners. With the latter being our goal, we believe that in order to produce such individuals, we must rouse students to view them as having the power to influence their own growth and achieve their desired futures. Nurturing students’ ability to influence their own development requires an environment that, not only provides academic rigor, but also specifically promotes personal and social skills, such as, effective communication, conflict resolution, metacognition, decision-making, and reflection. By providing a learning environment that focuses on developing deeper understandings through problem solving, real life applications and prompt interventions, we believe that pre-adolescents have the power to control their learning and surmount challenges due to poverty and second language learning. Vista students will practice, reflect and learn by setting short-term and long-term personal learning goals, building
metacognition of their own development, and making decisions as to what steps they need to take in order to achieve those goals.

VCMS encourages students to also expand on a personal level by offering a range of programs; from music, to dance, technology and the like. Our English Learners receive support in the ELD class while EOs and ELD students alike receive support in the regular English Language arts class. As a school we have identified who the R-FEP students are that have reclassified within the last two years. Students, parents and a school administrator holds meetings to remind students and families that their children must maintain a “C” or better in Language Arts in order to progress as a Reclassified student. Also, the majority of our students are Latino; over 85%. Thus, we host parent meetings that are in Spanish to attract parents to participate in their children’s school activities. We understand the importance of parents being involved in the education of their children and thus we also have a Parent Resource Center to provide parents with additional support.

**Other relevant characteristics of the targeted student population**

VCMS focuses on the entire student as a whole and provides ample opportunities for support in different areas. We focus on ensuring that our students’ needs are being met in a timely manner. Evidence includes: providing a rigorous curriculum that challenges students daily; providing intervention for struggling students or for students who may simply struggle within a specific area; enrichment to support all of our students; orchestra and music are programs offered to enhance the education of our fine-arts students; a before and after school program that offers: academic support (tutoring), enrichment and focuses on health and nutrition, and a Parent Resource Center.

5. Provide a five-year enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term. See sample template below. (If the school has an independent study program, include an enrollment rollout for that program.)

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6. Provide clear, concise school vision and mission statements that match the needs of the targeted population and are aligned with the educational program.

**Vision:**

VCMS students have power in the establishment of their identities. They create the vision of who they are, the path they choose in life, and the reason they have chosen it. They are critical constructors of knowledge in an ever changing and interconnected society. Their learning and development is constructed and fostered in an environment that focuses upon individual strengths, need and desires through a differentiated approach.
Mission:
The mission of Vista Charter Middle School is to create a learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms. We provide a quality education for all students by creating a learning community that involves students in their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful academically and possess life long learning skills.

Student success in the middle grades is critical to success in high school, college, and future careers. Unfortunately, many characteristics of our current system of middle school education are an ill fit to the academic, psychological and social needs of adolescent students. Many of our middle schools, being overcrowded and impersonal, are not conducive to the development of the whole child during this critical phase of identity development. Depending on what happens during the middle grades, students may become discouraged and give up, or they may be inspired to become adaptable and confident lifelong learners. With the latter being our goal, we believe that in order to produce such individuals, we must rouse students to view themselves as having the power to influence their own growth and achieve their desired futures. Nurturing students’ ability to influence their own development requires an environment that not only provides academic rigor, but also specifically promotes personal and social skills, such as, effective communication, conflict resolution, metacognition, decision-making, and reflection. We believe that children have the power to control their learning and surmount challenges due to poverty and second language learning, by providing a learning environment that focuses on developing deeper understandings through problem solving, real life applications and prompt interventions. VCMS students will practice, reflect and learn by setting short-term and long-term personal learning goals, building metacognition of their own development, and making decisions as to what steps they need to take in order to achieve those goals. The school’s structures and processes (e.g. classrooms, guidance conferences, focus periods) will promote rigorous study with individualized support for all students. Through this individualized focus, VCMS will provide all students with an education that will prepare them for high school and beyond.

7. Define and describe the characteristics of an “educated person” in the 21st century.
Address:
- College and career-readiness
- Use of technology

The 21st Century Educated Person
In the 21st century, we find that the world is constantly changing and more interconnected than ever before. In order to be an educated and productive member in such an environment, a person needs to possess characteristics that promote life-long learning such as, perseverance, creativity, flexibility, resilience, reflection, collaboration and determination. To be an educated person in the 21st Century means to educate student to be critical thinkers, creative, collaborators and global connectors and are commonly referred to as critical skills or attributes required to be successful in the 21st century economy. Alongside, students must also be literate in technology in order to be in sync with current technological advances that are going to help them be competitive in the global market. Organizations like the Partnership for 21st Century Skills and many others are working to infuse 21st century skills into education. When defining what it means to be educated in the 21st century, it is important to understand that success in such a rapidly changing world requires a commitment to learning. Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. There is a profound gap between the knowledge and
skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces.

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills into their teaching and learning.

**College & Career Readiness**

At VCMS, one of our foci is to ensure that students, from 6th grade and on, have a clear understanding of the path they must embark on to succeed academically in an Institution of Higher Education (IHE). In utilizing community resources, our after school program (grant funded and ran by Youth Policy Institute) will be able to fund transportation for all students and their parents to a high school (6th grade), a junior college (7th grade) and a university (8th grade). In order to “kick off” the field trips, the President of the University of La Verne will come and visit Vista and address the students so that they can be excited about meeting a President of a University.

6th Grade

Our sixth grade students, and their parents, will visit a local high school so that students are well-informed of the expectations, A-G requirements and have an understanding of: credits, GPA, ranking, college-prep courses, etc. This field trip will help 6th graders understand the importance of doing well in Junior High in order to be ready to enroll in Honors Classes or Advanced Placement Courses at the High School level.

7th Grade

Seventh grade students will also enjoy an educational field trip to a local junior college. Again, parents will also be invited to attend the field trip so that both parents and students can learn about: entrance requirements, junior college credits, on-line courses, and also how college credits cover the “general education” courses needed for a four-year college degree. Students will also learn about receiving their AA or AS degree. Sports programs, clubs and course offerings will also be taught to 7th graders so they can have an idea of the curriculum at the Junior College level.

8th Grade

Our eight grade students, along with their parents, will be able to visit the University of La Verne campus. Dr. Lieberman, President of the University, will be sure to have tour guides on the campus the date of the visit (the official date has not been set as of yet). Once our students visit the campus, they will learn about: campus life, majors, understanding the importance of grades and scholarships, understand the motto of “you take care of your grades, your grades will take care of you”. They will also learn about the UC, CSU, private universities and trade schools. It will also be important for students to begin to understand that different universities may have different areas that they focus on.

Previously, education addressed the needs of the Industrial Age, which was characterized by the teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the Information Age, facts, figures, and information of all types are readily available via the World Wide Web. Today’s educated person needs to utilize higher order thinking skills to discern what information is needed for a given situation, determine where to get it, and know what to do with it.
Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication.

*Use of Technology*
All VCMS teachers are skilled at utilizing technology as supplementary support to their primary instruction. Teachers utilize a plethora of websites to support their classroom management, delivery of the lesson, additional support to a lesson, or a technology-based lesson to teach a particular standard. Teachers use: Activate Instruction, Youtube, Socrative, Noteflight Composition, Class Dojo and Spotify Music Player, Google Docs (to name a few). These tools allow teachers to deliver content in a friendly and conducive manner to the students. Teachers also utilize such websites to extend the lesson or simply so that the students are more engaged throughout the lesson.

In math class, students are engaged with technology as they use our web-based instructional support program Digits. All students will also be participating in the ALEKS math web-based program. ALEKS is part of the Advisory period and all students are expected to participate to enhance their knowledge of math. For easy access, students are able to utilize their ChromeBooks, at any time, so that they can participate in a web-based lesson. Additionally, all students will be taking assessments online this year to prepare for the SBAC via Common Core State Standards instruction. Teachers will be utilizing Google docs, Google classroom and Digits assessments. Also, our Master Schedule was modified to support student needs. In the 6th and 7th grade, we added computer literacy courses that support online assessments, typing skills, and knowledge of computer programs. Additionally, Vista students are preparing for the SBAC (Smarter Balance Assessment Consortium) through computer literacy via their daily use. We will also utilize NWEAs MAP test which is an online nationally standardized assessment aligned to the Common Core State Standards.

8. Describe how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target population.

*Data based instructional decision-making*
At the classroom level, teachers collect and analyze data every day through the use of checks for understanding, classroom exit tickets, homework, culminating tasks and assessments. Teachers use OARS to facilitate data analysis both as professionals and with their students and families. We also use progress report grades, semester grades and observations to triangulate our information and develop strategies to enhance student performance. As a school, we administer quarterly benchmarks to track student progress across the school. Benchmark data is reviewed during school wide professional development days. Teachers also use the reports and the assessments to analyze data with their students and plot next steps as a class.

*Using data to ensure every child is successful*
After each round of benchmark analysis, teachers create intervention class rosters and scope and sequences. Using the acronym ITPI (Identify, Target, Plan, Implement) teachers create interventions to support the needs of the students. Common practices at VCMS are interventions based on a specific standard or bundle of standards and after-school tutoring that previews future lessons.
High expectations for all students
VCMS works hard to instill the attributes of a scholar in each and every one of our students. Teachers introduce these ideas first and foremost during CSUN week, a transition week that is held on the campus of California State University Northridge for our incoming sixth graders each year. The teachers also reinforce these concepts through homeroom conversation protocol in which students share their thoughts around a teacher created approach. Teachers also use and review these attributes in daily instruction. Walking the halls of VCMS you can hear teachers referring to students as scholars, asking them to think critically like scholars, or inviting outstanding scholars to take leadership in front of the room. As part of our school culture, we hold awards ceremonies where teachers recognize many of our students that exemplify the attributes of a scholar and citizen in each cohort. These awards are given out in a school wide awards ceremony that parents of award winners also attend.

VCMS will prepare all students to be
- Critical Thinkers
- Communicators and Collaborators
- Self-Directed Learners

Critical Thinkers
- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Use methods, concepts and theories in new situations.
- Generalize from given facts, predict outcomes, and draw conclusions.
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics

Previously, education addressed the needs of the “Industrial Age” which was characterized by teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to discern what information is needed for a given situation, critically analyze the information and determine how to use it. VCMS students will be challenged to work higher order thinking skills through projects, hands-on tasks, and real-life problem situations.

Communicators and Collaborators
- Demonstrate proficiency in reading, listening, speaking, writing and presenting
- Use technology to research, problem solve, create, communicate, and present information
- Demonstrate integrity, personal accountability and support for others as a member of the school, in school groups and larger communities.
- Experience various cultures and groups in order to understand, appreciate, and respect differences.
- Make authentic connections between school curriculum and the wider world, which are practiced through community service opportunities.
- As a member of a multicultural society, a person must be committed to understanding,
respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and forces.

**Self-Directed Learners**

- Identify objectives, create a plan and self-monitor progress toward desired goal
- Demonstrate regularly the skills of reflection and self-evaluation.
- Access information from a variety of sources at school and within the community
- Utilize effective study skills
- Have the power to establish one’s identity in purpose involves having the ability to direct, reflect and evaluate one’s own progress towards desired goals.

9. **State the school’s goals for enabling pupils to become and remain self-motivated, competent, and lifelong learners.**

VCMS is focused on academics, personal growth and in fostering students to continuously be challenged to reach new heights. Parts of VCMS’s goals are to ensure that students become self-motivated, competent and lifelong learners as they progress through their educational journey.

- **Self-motivated**: Offering a small-learning setting enables different VCMS staff to get to know students on a personal level. This goes a long way since students are able to receive support from different angles. VCMS staff prides itself in being a strong close-knit community where student conversations are normal. As a staff, we continue to motivate students to progress not only in the areas that they shine in, but also to progress via support in their struggling areas. Students experience so much support which enables them to gain self-confidence as they are able to tackle different concepts and find success throughout their years at VCMS. Students are also encouraged to speak out, support their opinions and are constantly encouraged to engage in their learning via small group or partner share. These practices allow students to gain the confidence they need to continue succeeding in high school and in college. Several alumni students return willing and excited to share how they are succeeding in high school and how motivated they are to continue on their educational journey.

- **Competent**: In order to prepare students to be competent, teachers must carefully align their instruction to challenge students. Teachers have created Course at a Glance and Curriculum Maps that detail lessons to be instructed during the instructional year. Essential questions are part of daily lessons in every classroom throughout VCMS. These essential questions target student learning and focus on ensuring that students understand the content they are learning. Additionally, teachers continually challenge students by asking them prompting questions to not only engage them, but also to ensure that they continue to be critical thinkers. Assessments every three weeks give the teachers the opportunity to tailor their teaching, as they are skillfully able to make data-driven decisions that propel VCMS students to be competent. For those students who are struggling, ample support is given (either in Advisory, after school Homework Club, before or after school tutoring, etc.) so that students can understand and demonstrate competency in any area.
• **Life-long learners.** Academically, at VCMS we support our students to be life-long learners. Teachers at Vista want to ensure that students are receiving a top-notch education. In order to ensure that there is continuity for students throughout the three grades, VCMS teachers have common boards that show the standards, objectives for the day, essential questions, homework and the agenda for the day. This helps students understand the importance of these elements as they progress through their grade levels while at VCMS.

A school-wide AR (Accelerated Reader) program is also in place. This allows students to check out books at school. After reading their books, students take assessments and gain points based on how well they do on the assessments. Students have AR goals that encourage them to read daily. At VCMS, we also make education relevant to the child by allowing them to use their ChromeBooks for learning. All students have a ChromeBook that they are able to use for any lessons.

As a primary example, our math department utilizes the program Digits which has web-based math embedded lessons. These techniques make learning fun and relevant to students. At the emotional level, we offer student council as a common practice during the Advisory period. In student council, students are encouraged to speak out about how they feel about a topic, to share insight, and to also share some of their thoughts, feelings and opinions. This practice allows students to get to know each on a personal level and make strong connections with each other. Additionally, all Advisory courses are planned and delivered equally throughout the school. School-wide, we also have the 8 Keys of Excellence. These traits are an atmosphere throughout the school that set expectations of student behavior. During Advisory period our teachers also reference and review lessons that are tied to the 8 Character of Excellence. By keeping our students engaged, having high expectations and continuously challenging them, we are preparing students to be life-long learners.

10. **Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:**

• **Description of 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 the template provided below.

• **Description of the specific annual actions the school will take to achieve each of the identified annual goals.** Please see template below.
<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes: 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</th>
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<tbody>
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<td><strong>Method for Measuring:</strong> Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.</td>
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<tr>
<td>Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.</td>
<td>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; VCMS administration will annually review credential status.</td>
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</table>
## ACCESS TO INSTRUCTIONAL MATERIALS
State Priority #1: Basic Services

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<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes: 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</th>
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</thead>
<tbody>
<tr>
<td>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.</td>
<td>Method for Measuring: Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and VCMS supplemental materials.</td>
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## FACILITIES MAINTENANCE
State Priority #1: Basic Services

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes</th>
<th>Method for Measuring</th>
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<tr>
<td>Maintain a clean and safe school facility</td>
<td>Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; biannual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.</td>
<td>Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of biannual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction it will be corrected immediately.</td>
<td>Monthly site inspection documents prepared by Plant Manager and site administrator; Annual Facility Inspection Reports.</td>
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<td>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).</td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.</td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.</td>
<td>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</td>
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<td>Maintain parent representation on the School Site Council (SSC). Conduct at minimum of twenty parent participation hours per year July – June; to include at minimum two Student Led Conferences (SLC’s).</td>
<td>Each spring, the SSC nominates and elects parents to serve as new members; hold monthly SSC meetings. Administrators will develop a calendar to include parent participation; collaboratively design objectives and agendas for family events.</td>
<td>Annually, the SSC will have, at minimum, two parent members attending monthly meetings. A minimum of six family events, two of which are SLC’s.</td>
<td>SSC meeting agendas minutes and sign ins. Calendar; family events agenda’s, sign-in sheets.</td>
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### Measureable Outcomes

Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS. 100% of students will gain academic content knowledge through the implementation of the CA CCSS as measured by internal benchmarks and state testing.

### Method for Measuring

Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities. Teacher lesson plans; daily class schedule; class roster; intervention rosters.

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<tr>
<td>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS). All students will gain academic content knowledge through the implementation of the CA CCSS. EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and intervention as needed.</td>
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# ACADEMIC PERFORMANCE INDEX (API)

## State Priority #4: Student Achievement

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes: School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</th>
<th>Method for Measuring: CAASPP Score reports; CA Data Quest summary and API Reports or equivalent as determined by the CA Department of Education</th>
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<tbody>
<tr>
<td>School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education</td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP</td>
<td>Will meet or exceed minimum state growth targets</td>
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<td>ENGLISH LEARNER ADEQUATE PROGRESS RATE</td>
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<td>State Priority #4: Student Achievement</td>
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**Annual Goals**  
EL students will advance at least one performance level per the CELDT/ELPAC each academic year.

**Specific Annual Actions**  
EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic.

**Measureable Outcomes:** 90% of students will meet their performance level growth goal in their ILP

**Method for Measuring:** ILP reports

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<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measureable Outcomes: 6th-8th grade cohorts will achieve a ≥30% reclassification rate</td>
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<td>EL students will be reclassified as Fluent English Proficient annually</td>
<td>School will use ILP and cohort tracking system to develop and review 3 year goal for all incoming 6th graders to achieve a cohort reclassification rate of 90% by the end of 8th grade. EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as</td>
<td>Will meet or exceeded minimum growth targets</td>
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**Method for Measuring:** CELDT/ELPAC results, Reclassification documents, Internal Data (PowerSchool data and Tableau Reports)
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<th>Annual Goals</th>
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<td>needed. Student data will be tracked and reviewed by Administrators and grade level teams. ILP’s will be developed for each EL student.</td>
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### SCHOOL ATTENDANCE RATE
State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes: ADA will be at least 96%. Method for Measuring: Monthly, Quarterly, and Annual ADA reports.</th>
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</thead>
<tbody>
<tr>
<td>School will maintain a high Average Daily Attendance (ADA) rate</td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
<td>2014-2015: 96% 2015-2016: 96.5% 2016-2017: 97% 2017-2018: 97.5% 2018-2019: 98%</td>
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<tr>
<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measureable Outcomes:</td>
<td>Method for Measuring: Annual and Monthly absence reports from our student information system.</td>
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<tr>
<td>Students will have a minimum number of absences in any school year</td>
<td>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees</td>
<td>≥70% of students will achieve an attendance rate of 96%</td>
<td>Annual and Monthly absence reports from our student information system.</td>
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<td>Method for Measuring: Annual and Monthly absence reports from our student information system.</td>
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<td>Meeting High Attendance of 96%</td>
<td>Meeting High Attendance of 96.5%</td>
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**DROPOUT RATE [MIDDLE and HIGH Schools Only]**

State Priority #5: Student Engagement

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<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</th>
<th>Method for Measuring: Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.</th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2018-2019</th>
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<tbody>
<tr>
<td>School will retain and promote 6th - 8th grade students.</td>
<td>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.</td>
<td>During SY 2014-15 VCMS will retain 95% of 6th and 7th graders.</td>
<td>During SY 2015-16 VCMS will retain 95% of 6th and 7th graders.</td>
<td>During SY 2016-17 VCMS will retain 95% of 6th and 7th graders.</td>
<td>During SY 2017-18 VCMS will retain 95% of 6th and 7th graders.</td>
<td>During SY 2018-19 VCMS will retain 95% of 6th and 7th graders.</td>
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<tr>
<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measureable Outcomes:</td>
<td>Method for Measuring:</td>
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<tr>
<td>School will maintain a low annual suspension rate.</td>
<td>Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Alternatives to Suspension will be considered prior to administering consequences; Administrators work with teachers and families to manage student behavior issues and concerns; school will utilize FST process.</td>
<td>Annually, ≤ 1% of all enrolled students will be suspended.</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
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<td>Annually, ≤ .5% of all enrolled students will be suspended.</td>
<td>Annually, ≤ .5% of all enrolled students will be suspended.</td>
<td>Annually, ≤ .5% of all enrolled students will be suspended.</td>
<td>Annually, ≤ .5% of all enrolled students will be suspended.</td>
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## STUDENT EXPULSION RATE
State Priority #6: School Climate

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<tbody>
<tr>
<td>VCMS will maintain a low annual expulsion rate.</td>
<td>Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Administrators work with teachers and families to manage student behavior issues and concerns; Alternatives to Suspension will be considered prior to administering consequences school will utilize Family Support Team process that mirrors the School Support Team model.</td>
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### [OTHER LOCAL MEASURE (S) OF SCHOOL CLIMATE]
State Priority #6: School Climate

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes:</th>
<th>Method for Measuring: Survey reports</th>
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<tbody>
<tr>
<td>Students, parents and teachers will feel a sense of community and connectedness.</td>
<td>Students actively participate in Council throughout the school year in their classroom. Meetings, Council, and Professional Development opportunities for teachers. A variety of fun and engaging Family Events will further enhance family’s sense of belonging and community. VCMS will devise and administer satisfaction surveys to parents, students, and teachers annually.</td>
<td>Annually, an average approval rating of a ≥ Level 3 (translated level from a 4 point scale) on student, family, and teacher surveys with a minimum response rate of 27%.</td>
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## BROAD COURSE OF STUDY
State Priority #7

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<th>Specific Annual Actions</th>
<th>Measureable Outcomes:</th>
<th>Method for Measuring:</th>
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<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.</td>
<td>Student, teacher, course, and grade level schedules.</td>
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<td>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
<td>2014-2015</td>
<td>2015-2016</td>
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<td>100%</td>
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</tbody>
</table>
### [OTHER STUDENT OUTCOMES]

#### State Priority #8

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measureable Outcomes:</th>
<th>Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate expected growth from Q1, Q2, Q3, Q4</td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
<td>Growth and achievement on internal benchmark assessments. 80% of students will meet growth expectations.</td>
<td>VCMS Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.</td>
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<tbody>
<tr>
<td>Advance and proficient rates will increase by 2% over the prior year.</td>
<td>Advance and proficient rates will increase by 2% over the prior year.</td>
<td>Advance and proficient rates will increase by 3% over the prior year.</td>
<td>Advance and proficient rates will increase by 3% over the prior year.</td>
<td></td>
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</table>

VCMS’s goals for students are: students have readily access to technology in the classroom by providing every student a ChromeBook during instruction, prepare students for the SBAC via assessments on line (AR, ALEKS, Digits), give stakeholders surveys online, students have access to PowerGrade, and students learn technology curriculum on a daily basis.

In regards to discipline interventions, VCMS focuses on re-directing student behavior via counseling, mentoring, parent engagement, student contracts, when deemed necessary a 504 plan or an SST. VCMS will continue to place emphasis on continuing our zero suspensions from last year. This will
include a series of targeted behavior (either mentioned above or as needed by individual students) to ensure that our students remain in the classroom learning necessary material to succeed.

With a curricular focus, VCMS teachers have each created their Course at a Glance and Curriculum Maps. These documents are comprehensive and are aligned with the Common Core State Standards, the Next Generation Science Standards, English Language Development Standards and content state standards where applicable. In order to verify that students are learning new concepts, Vista will focus on assessing students every three weeks and give a Quarterly Assessment at the end of each 9-week period. Results of these assessments will be reviewed by faculty and administration in order to determine what the next steps may be or if there are significant students struggling to determine what other types of support can be given to the students so that they may learn the new material. Students will be graded based on standards-based grading. All students will be assessed every three weeks in every period and will also be assessed at the end of every three-week cycle as well as a Quarterly Assessment which will be given after 9 weeks of instruction.

**Instructional Design**

11. Describe the overall curricular and instructional design and structure (including staffing of the educational program). Discuss briefly the current key educational theories and research that support and inform the general design of the educational program. Provide and discuss research-based evidence to show how the design will successfully serve the targeted student population.

VCMS’s instructional program is characterized by the following elements, which together form a program that encapsulates a VCMS student’s experience and how his/her success will be fostered and sustained. Implementation of these elements must be simultaneous in order to provide an educational program that is fully encompassing the cognitive, socio-emotional, linguistic, and physical development of the student. It is also important to state that all of these disciplines are interconnected to continue to support our students. Our Special Education students have a “passport” which helps teachers see and better understand their students’ accommodations, interventions, etc. Our full time RSP teacher also supports all students during her “push in” time (visiting the regular classroom setting to support those in need). The training that we offer via our Professional Development is also aligned with our school’s vision. Teachers receive support and training utilizing the Danielson Framework. Also, our Grade Level Facilitators meet bi-monthly to review school data, monitor growth, review school-wide data and support the implementation of enrichment planning during the Advisory period (i.e., computer literacy, student council, school culture and data talks).

**Safe School Environment**

A safe school environment goes beyond physical safety. It encompasses psychological and social safety as well. VCMS students develop in a healthy, positive school climate, which promotes the emotional well being and growth of every student. A safe school environment fosters resilience by emphasizing prevention, positive alternatives, development of psychosocial skills, and recognition of socially competent behavior. In a safe school environment, structures are created so that students cannot remain anonymous.

Each teacher must know his/her students well, and in order to develop students’ self-esteem, students must be given opportunities to take risks in learning and learn from both successes and failures. A culture is created in which misconceptions are embraced as opportunities to clarify understandings...
and cooperation is emphasized over competition.

**Personalized Learning**
Not only will Vista provide students with a small school environment of less than 420 students, it will also be a small learning community in which cohorts of students will be supported by the same faculty as they progress from year to year. Much of the support students will receive will take place during Advisory periods, which are structured times during the school day. Within Advisory, students are able to seek help in, reflect on, and decide about their **Personal Learning Plans and/or social issues**. Personalized Learning Plans will guide teachers in understanding which areas the students will need to focus on and improve on. Also, the Personalized Learning Plans will bring a sense of accountability to the students as they will have to be responsible to review their progress/lack of, with teachers once teachers meet with them during Advisory. These structured advisory periods facilitate teachers’ and students’ ability to build stronger relationships. In turn, these relationships will assist students in achieving in their academic, personal and career goals.

This structure allows for a more personalized school environment, an environment that builds connections between developmental needs, talents and aspirations with flexible options for engaged learning (Clarke, 2003).

**Student Centered Culture**
In order to provide a learning environment that is student centered, faculty understands the characteristics of adolescents and their social, emotional, intellectual and physical development needs. VCMS staff understands students have a strong need to belong to a group, are searching for their identities, seek independence, challenge authority, and are developing rapidly physically.

With this understanding, VCMS faculty keep in the forefront of their behaviors, decisions and planning, the idea that students play a major part in their own development. In order to maintain a student centered culture, faculty employs facilitation, flexibility and good connection of resources to create learning and decision points for students to be actively engaged.

VCMS’s educational program is a standards-based and delivered through a student-centered culture that is characterized by the following:

- Curricular content is presented in multiple modalities with an emphasis on "hands-on" applications so that students can internalize learning in a personal way;
- Direct instruction and discovery instruction are complementary strategies used to enhance learning and balanced to the needs demonstrated by the students;
- Content standards/learning targets are made explicit to students, and students understand targets so that they can own their learning and meta-cognitively process their development;
- Teachers utilize differentiated and flexible groupings and assign work to individuals, small groups, and the whole class in order to best meet student learning needs;
- Formative assessment is frequently used to group and regroup students to ensure that the appropriate learning targets are set for each student;
- Student progress is reported in ways that parents, students, and teachers fully understand and that are consistent with the standards. There will be a focus on students leading **academic progress discussions through their Personal Learning Plans**;
- Re-teaching, tutoring, and additional learning time will be provided for students who are not
making adequate progress. They are identified by frequent formal and informal assessments; and
• Teachers facilitate moving all students as far forward as possible.

**Differentiated Instruction**

VCMS staff will utilize their knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence suggests that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986). In order to effectively implement differentiation students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structure which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully. In order for differentiation to be effective, it must respond to student readiness, interest, and his/her learning profile (Tomlinson 1995, 1999). Individualized work will be at an appropriate level of challenge, tasks and questions will link to students’ interests, and address the students’ learning profiles (e.g. learning modality, culture, language). Hence, by giving students choices, regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VCMS classroom, differentiation provides students emotional safety due to the fact that similarities and differences, strengths and weaknesses, cooperation and respect are all given value.

**Data-Driven instruction**

Although the instructional path has been paved via our Course at a Glance and our Curriculum Maps, the results of these assessments will drive follow up instruction, support, or intervention. All students will be assessed every three weeks. Teachers will review their students scores, meet with administration to review the results and together will determine what the next steps of action may be. Similarly, quarterly assessments will also be reviewed in order to determine what the next steps may be. However, the Quarterly Assessment will be weighed differently since they will cover nine weeks of instruction. Possible outcomes may include: placement in a new classroom for the quarter, a need for an SST, of any other types of interventions that would help the student. OARS will be the tool utilized to assess students and to create the assessments. Also, during Advisory period teachers will have “data chats” with students so that students are aware of their scores and what they need to do to improve.

OARS will be the online assessment program utilized by teachers to create assessments and also for administration to support in writing of quarterly assessments. OARS also allows teachers and administration the opportunity to gather data that will guide next steps.

**Personal Learning Plans**

Since adolescents desire autonomy and independence, but at the same time continue to rely on guidance from parents and other adults, VCMS students will develop Personal Learning Plans upon enrollment. They will have opportunities in making appropriate choices and receiving assistance with their learning plan in their pursuit of academic, personal and career goals. Guidance from adults occurs on a frequent basis from VCMS staff as they meet with students during Advisory periods.

Students will develop clarity of purpose by creating a Personal Learning Plan that considers their
current level of progress and long-term goals. VCMS faculty and parents will assist students as they map out their learning needs. Advisory periods will provide a structured time during the day in which students will be able to monitor their own progress, review academic decisions, present problems or conflict, revise goals as they learn and achieve.

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

Another area that supports Personal Learning Plans and student metacognition are student-led conferences. As parents, faculty and students meet regarding a student’s academic, personal and career goals, the student presents his/her understandings about their development, challenges, strengths, and joys. As discoveries are made, steps on how to support further develop are made and supported by everyone involved in the student’s plan (Clarke, 2003).

**Before and After School Tutoring**

VCMS students identified as performing below grade level will have access to an extended day, in the form of before and/or after school tutoring by individual teachers or by the school-wide Before or After School program. Students who are identified as below grade level in English Language Arts and/or Mathematics will be provided with support through differentiated instruction in their classes, and offered intervention time through an extended day. Intervention will take place in a small group setting, with students grouped by areas of need. In addition, intervention work will be directly related to coursework in the core classrooms.

Teachers will identify struggling students based on schoolwide assessments and/or teacher assessments. Students’ assessment results will determine the type of support provided (before school or after school tutoring). Since several students participate in the after school program, they receive additional support in their homework. Teachers are also able to suggest students who may benefit from a continuous enrollment in the after school program; either because students need tutoring, need help with their classwork or homework. For students who are identified at-risk based on their Assessment results, either the 3-week or the Quarterly Assessments, Homework Club will be offered, the After School or Before School, or Saturday School. On a school-wide scope, if results yield a need for different Professional Development, a shift will be made in order to ensure that the content, delivery of lesson and student progress are all aligned.

If particular sub-groups are struggling, say English Learners, we will offer additional support to the students so that they may be up to par with their classmates. If students continue to struggle, teachers will recommend students to an SST, or administration may adjust their Professional Development and focus on what is needed further to support students academically.

Students will take ALEKS assessments every three weeks. The results of ALEKS and school-wide assessments will determine how the Advisory period will look. For example, if we notice a high number of students that are not performing at the level where they need to be, the Advisory period will become more of an intervention period for any content area. Progress and attendance will be reported on an on-going basis to students and parents and included in the students’ Personal Learning
Plans.Exiting intervention/extended day will be based upon students’ passing of school wide benchmark assessments. Teachers will offer differentiated instruction to struggling students. This will support students to meet their individual needs. Tutoring services will also be provided by the after school program which will directly be tied to students’ needs. Tutoring support will follow curriculum maps and course at a glance.

**Professional Learning Communities**

Vista faculty will work as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data driven decisions, and reflective dialogue. (DuFour, 1998). Not unlike the students, the faculty at Vista will meta-cognitively process their instruction.

The focus questions will rely not upon what was taught, rather upon what was learned. The staff and structures of the charter school must be responsive to student needs, whether it is through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need, etc.

- On a monthly basis, faculty will analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade level teams. Faculty will receive Professional Development support during minimum days (Mondays). This support will enhance the Professional Learning Community, which VCMS thrives on.
- Teacher Effectiveness
  - Adoption of the Dr. Charlotte Danielson Evaluation Instrument
  - Evaluation system
- Linking Assessments, Standards and Instruction
  - Data-Driven Instruction
  - SBAC aligned assessments
  - Curriculum Development and revisions (course at a glance and curriculum maps)
- English 3D (English Language Development)
- Common Core State Standards
- Next Generation Science Standards
- OARS
  - Rigorous assessments
  - Performance Tasks
- Technology in the classroom
  - Tools and resources on how to close the achievement gap through technology in the classroom
    - Google Classroom
    - Dojo
    - ChromeBook in every classroom
    - OARS assessments
- Teach Like a Champion Techniques
  - Examples include: No Opt out, Stretch It, Everybody Writes, etc.
• Data Talks
  o Assessments, student performance etc.
• Read like a detective
• Text Dependent questions
• Special Education Professional Development
  o Differentiation in the classroom
  o Students with an IEP – Passports
    ▪ Student modifications and accommodations are listed
    ▪ Understanding of how to support RSP students and students with disabilities

Parent Relationships
Family involvement in the middle school years is a crucial element student success. VCMS will support students and families by providing guidance and fostering development in three main areas:

• Home – School Relationships – VCMS will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between the home and school.
• Responsibility for Learning – VCMS parents will be involved in their child’s learning plan. Their responsibility in the plan is to support their child’s goals.
• Parenting - VCMS will support parents in developing their attitudes, values, and practices needed in raising adolescent youth.

These three areas will strengthen VCMS students’ abilities to develop in their academic, personal and career goals, through the creation of a “full circle” of expectations and communication among the student, family and school. In order to ensure success in maintaining the “full circle”, parents who need additional assistance are provided with or directed to additional resources within the charter school and community entities (courses through the Division of Adult Education, Breese parenting classes, Children Institute Incorporated parenting classes) in order to fulfill areas of need (e.g. ESL classes, parenting classes, counseling services, job centers, etc.). The Personal Learning Plans will enhance parent involvement, as they will have components in which the parents will be a part of their child’s development of college awareness, personal aspirations and planning for the future.

In addition, a Parent Resource Center is offered for parents to be able to come in and utilize different resources. A Parent Coordinator, funded by a grant and employed by Youth Policy Institute, will also be on hand to support parents in their needs.

Technology as a Tool
VCMS views technology use as a tool to enhance learning and support the educational process.

To be an educated person of the 21st Century, Vista believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. A Nation at Risk (National Commission on Excellence in Education, 1983) argued that knowledge of the New Basics is the foundation of success for the after-school years. The most critical consideration is the Digital Divide, in which being technology literate is an especially important element in our students’ futures because of their
socio-economic status and access to information. Our students must be able to work with technology fluidly, not as a separate subject.

Technology integration is based upon the International Society for Technology in Education’s National Educational Technology Standards for Students (NETS-S), 2007 (Appendix T). Students will utilize a variety of technology tools to access, manipulate, exchange, create information, and to demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, etc. will be integrated into curriculum. Students will be required to utilize technology as an outcome in their coursework. They will be able to determine in their Personal Learning Plan, what tools they are interested in learning and incorporating into their class projects.

**English Language Learners**

We believe that in order for English Learners to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state’s English Language Arts Standards through listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition, however they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (Cummins, 1984). By using the ELD standards, we are able to ensure that our instruction supports our students’ development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELD instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, and science) is taught in English with scaffolding to ensure comprehension
- Teachers of these classes will have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual
- When teachers have students’ primary language skills, they may support the children’s understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency

To foster home support and parent involvement, homework assignments may be given or explained in student’s the primary language. Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of realia and other visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
• Checking for comprehension
• Incorporating songs and plays into lessons
• Reducing negative feedback and increasing positive feedback to lower student anxiety

Structures that further support Limited English Proficient students in structured English immersion classes are:

• Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
• Providing abundant opportunities to participate in oral language activities
• Flexible grouping of students
• Instructing in small groups
• Providing classes that build upon activities and lessons from the regular classroom
• Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (R-FEP). R-FEP students will also be monitored in their English Language Arts classes to ensure that they are meeting the mandated two-year monitoring guidelines set forth by the federal government. In addition, Vista continues to implement LAUSD’s EL Master Plan.

To accomplish this we measure students’ mastery of the ELD standards through informal (observations, anecdotal) and formal assessments (CELDT). The ELD standards provide targeted outcomes in the four domains. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge, and learning focused on understanding language functions and use are essential to student success. Student ELD data are tied directly to instruction through grade level planning and targeted lesson development.

Teachers, upon analysis of quarterly assessments, will make differentiation modifications to their instruction to better meet the needs of ELL students. Students who are not making progress will be given extra ELD support during the tutoring periods.

Curriculum and Instruction

12. Describe the charter school’s curriculum. (Do not insert California Common Core State Standards (CA CCSS) or other state content standards within the petition; they may be incorporated by citation/reference.) Identify and describe:
   • Key features and components of the school’s educational program by subject area, including, but not limited to, the following subject areas:
     ✤ English Language Arts
     ✤ English Language Development/English as a Second Language
     ✤ Mathematics
     ✤ History-Social Studies
     ✤ Science
     ✤ Visual and Performing Arts
Health and Physical Education
World Languages (secondary schools)
Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)

NOTE: For each specific subject or course, identify (label) whether it is “core” and/or “college preparatory”, or “non-core and non-college preparatory”.

- Innovative curricular components of the educational program
- Intervention and enrichment programs
- Curricular and instructional materials, e.g. textbooks and computer-based resources, to be used in each subject area/course/program/grade level

English/Language Arts (Core)

English 6

English 6 is designed to develop a students’ ability to comprehend, appreciate, and respond to different types of texts in written form for a variety of audiences and social contexts along with acquiring academic language literacy. Oral and literary strategies integrate listening, speaking, reading, and writing at increasing levels of accuracy and fluency. This course emphasizes reading comprehension, writing, speaking, listening, vocabulary, and analytical skills necessary for college success.

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

English 7

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

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

**English 8**

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

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

**Innovative curricular components**

Some of the innovative features of our English Language Arts Programs (core) include: Personal Learning Plans, student passports (special education students), differentiated instruction, use of ChromeBooks for student learning and intervention support to meet students’ needs.

**Curricular & Instructional Materials**

Materials for English Language Arts include *Glencoe Literature: California Treasures Course 1* (2010) for 6th grade, 7th grade utilizes *California Treasures Course 2* (2010), and in English 8 *Glencoe Literature: California Treasures Course 3* (2010) is utilized. Curricular materials to read include:

- **6th Grade**
  - *Number the Stars* by Lois Lowry
  - *The Giver* by Lois Lowry
  - *Island of the Blue Dolphin* by Scott O’Dell
  - *Hatchet* by Gary Paulsen
  - *The Black Ships Before Troy* by Rosemary Sutcliff
  - *The Wanderings of Odysseus* by Rosemary Sutcliff

- **7th Grade**
  - *Uglies* by Scott Westerfeld
  - *The Outsiders* by S.E. Hinton
  - *Seven Habits of a Highly Effective Teen* by Sean Covey.

- **8th Grade**
  - Edgar Allan Poe short stories
o *Of Mice and Men* by John Steinbeck,
  ▪ *Night* by Elie Wiesel

**Computer-based resources**

English 6 include Activate Instruction, Socrative, PowerPoint, Prezi, Quizlet, Testmoz, Accelerated Reader and Google Drive, 7th grade includes Google Drive, Socrative, PowerPoint, Prezi, Accelerated Reader, and EDMODO while 8th grade utilizes Activate Instruction, Google Drive, Socrative, Haiku Dec, PowerPoint, Prezi, Quizlet, Testmoz, Accelerated Reader, EDMODO, OARS online assessments, and Poll Everywhere.

**Intervention Program**

Part of our intervention program is to provide further academic support to students either through: Homework Club (teachers tutoring their own students after school), the After School Program itself (one hour of academic support is built into it), as well as a free Before School Program for students to receive further academic support. Our electives are also focused on Common Core and are aligned with a core subject.

**English Language Development (NON-CORE)**

This course of English is based upon the main skills of language development: speaking, listening, reading and writing. The program is flexible and reflects the student’s individual language needs. Students in ELD will have the opportunity to move from beginning to intermediate levels in all of the skill areas. It also introduces the student to different learning styles and strategies, and gives encouragement to become an independent learner and user of the English language.

With small numbers per class, teachers have the capability to interact with students and keep them engaged in the learning process. Teachers will be able to guide students through rigorous and challenging material, allowing students the opportunity to expand on their knowledge of the English Language. Students will be expected to produce different outcomes such as: essays that reflect their learning, presentations, and utilize precise rich academic vocabulary that will enhance their knowledge of the English language.

At the end of the course, students will be able to speak, read, write, and comprehend English at higher level than when they started. Initial levels range from Beginner to Advanced. This class will provide students an opportunity to interact with and practice English in the following critical areas:

- Speaking- oral reading, pronunciation, simple conversation, and presentations.
- Reading- word recognition, context clues, sequence of events, and story elements.
- Writing- spelling, simple sentences structure, punctuation, paragraph, and essay.
- Listening- following directions, dictations, listening and comprehension.

**Innovative Curricular Components:**

All grade levels have curriculum that is aligned to the students’ state standards as well as the use of Student Portfolios in every class and Vocabulary Toolkits.
Curriculum utilized in English Language Development includes Scholastic’s English 3D as well as National Geographic’s Academic Vocabulary Toolkit 1 and 2. Both sets of materials come from Kate Kinsella, known expert in the field of English Language Acquisition.

Technology-based resources utilized in English Language Development include web-based resources, OARS online assessments, English 3D assessments as well as the use of Chromebooks for research or to complete the online assessments.

Mathematics (CORE)

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

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

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

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

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

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

Innovative curricular components: Digits is a web-based program that is going to support students in two areas; mathematics and in practicing using technology to prepare them for the SBAC.
Additionally, the math department is receiving additional coaching support from California State University, Northridge.

Curriculum utilized in Math 6 includes Pearson Digits Grade 6, Pearson Digits Grade 7, and Pearson Digits Grade 8.

Technology-based resources utilized in Math 6 include Khan Academy, ALEKS, Virtual Nerd, Activate Instruction, Socrative, OARS online assessments, PowerPoint, Prezi and Google Drive. Grade 7 includes: Khan Academy, ALEKS, Virtual Nerd, Activate Instruction, Socrative, OARS online assessments, PowerPoint, Prezi and Google Drive, while 8th grade Technology-based resources utilized include Khan Academy, ALEKS, Virtual Nerd, Activate Instruction, Socrative, OARS online assessments, PowerPoint, Prezi and Google Drive.

Intervention/Enrichment: Teachers are going to be able to provide intervention to students based on their assessment results. Interventions may include: lunch-time tutoring, Homework Club (with core teacher), After or Before School program support. 7th grade also offers an intensive supplemental mathematics skills course for students who are struggling the most.

Science (CORE)

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

In Earth Science (Grade 6), students will learn how to become scientists as they develop their critical thinking, problem solving, and observation skills. Students will engage in hands-on projects and learn concepts through science inquiry and investigations. Throughout the year, students will learn:

1. Earth's Processes (earthquakes, volcanoes, weathering, and erosion)
2. The Impact of Energy from the Sun
3. Ecosystems and Organism Interactions
4. Conservation and Resources.

In Life Science (grade 7) students will focus on the sciences that are related to life here on Earth. Throughout the year, students will learn:

- The 6 kingdoms of life and how they are all interconnected
- Light from what it is and how it provides the energy necessary for life
- Cells in all types of organisms including their structure and function
- Heredity and it’s role in sustaining all life
- DNA the, “blueprint of life.”

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

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

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

Physical Science (grade 8) will support student mastery of the California content standards for 8th grade science. These learning standards incorporate topics from three fields of science: earth science, life science and physical science. Throughout the year, students will learn:

- Density and Buoyancy
- The Periodic Table of Elements
- The Structure of the Atom
- Chemical Reactions
- Biological Macromolecules
- Motion
- Forces
- The Earth in the Solar System

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

Innovative curricular components: Students will experience a very structured environment where they will thrive in the area of science. Hands-on activities, Science Fair projects as well as lessons that embed technology are some of the areas unique to our science program.

Intervention/Enrichment: Teachers will be able to support students who are not meeting the mark via support during class or before or after school when necessary.

Curriculum utilized in Earth Science include CPO Science: Focus on Earth Science for 6th grade, 7th grade will use CPO Science: Focus on Life Science while 8th grade uses CPO Focus on Physical Science/ Delta Education LLC.

Technology-based resources utilized in Earth Science include Web Quests, Socrative, OARS online assessments, PowerPoint, Prezi, and Google Drive (6th grade); Life Science include web-based resources, Socrative, OARS online assessments, PowerPoint, Prezi, and Google Drive (7th grade), and ChromeBooks.

History/Social Science (CORE)
In all Social Science coursework, there will be an emphasis on developing intellectual reasoning, reflection and research skills.

**Grade 6**

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

**Grade 7**

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

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

**Grade 8**

Students in grade eight United States History study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Innovative curricular components: Social studies’ lessons are hands-on which students are able to be engaged and learn. Teachers also utilize ample web-based pages that enhance the learning currently used in the classroom.
Curriculum utilized in grade 6 World History include History Alive! The Ancient World as well as other supplemental reading sources, 7th grade: World History which includes History Alive! The Medieval World and Beyond as well as other supplemental reading sources. Grade 8 uses United States History, History Alive!, The United States through Industrialism as well as A Young People’s History of the United States by Howard Zinn.

Technology-based resources utilized in grade 6 Ancient Civilizations include Web-based applications, Socrative, Activate Instruction, OARS online assessments, PowerPoint, Prezi, and Google Drive. Grade 7 World History include Web-based applications, Socrative, Activate Instruction, OARS online assessments, PowerPoint, Prezi, and Google Drive. Technology-based resources utilized in grade 8 United States History include Web Quests, Socrative, EDMODO, OARS online assessments, PowerPoint, Prezi, and Google Drive.

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

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

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

Innovative curricular components: Students in all grade levels will be exposed in an academic setting during physical education class. A classroom is set up for Physical Education where students will be expected to work on projects, research and learning about health, nutrition, and health-related concepts.

Intervention/Enrichment: Students will be able to receive support during physical education time. Students will have time to analyze their projects and reports and will be able to receive support to ensure that they reach an academic level that is at grade level.

Instructional materials for Physical Education include multi-purpose balls, football flags, cones, soccer and basketballs, yoga mats and yoga blocks, dumbbell weights, medicine balls, and fitness DVD’s.
Technology-based resources utilized in Physical Education include OARS online assessments and chrome books.

Advisory (Non-Core)

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

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

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

It is in Advisory that class Council, from the Council in Schools program created by the Ojai Foundation, will regularly be held. Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a “talking piece”), clear beginnings and endings, and “witnessing,” a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the Vista communities.

Innovative curricular components: Students will be exposed to ALEKS (an online math program) that will continue to refine and enhance at the individual’s skills level. Students will be exposed to different levels of a rigorous math curriculum via technology that is personalized to align to their proficiency level, but and also tied to grade level specific curriculum. During Advisory, students will also be exposed to different areas of instructional support; school-wide character program, review and reinforcement on how to use the ALEKS system, be exposed to Student Council, as well as different areas of support for students. Through Advisory, students’ developmental, psychological, emotional, intellectual and social needs will be addressed so that students can gain the confidence and learn skills to not only be engaged but also skills that will enhance their educational experience beyond Vista. Data Talks will also be completed on a regular basis to ensure that students are meeting the standards. Support and interventions will also be provided for students deemed to be in need of such support.
**Intervention/Enrichment:** The benefit of Advisory time is that students will receive structured intervention support to enhance their math skills. Additionally, students will also receive time to get to know their advisor as well as their peers in a structured environment. Research shows that this time is critical since it enhances the academic experience of the students.

**Instructional Materials:** Different instructional material will be utilized according to that week’s lesson. Teachers will be given the support material weekly. Via Google Docs, teachers will be able to view their Advisory lessons one week before.

**Technology-based resource:** An Advisory 2014-2015 Google Doc is shared amongst all teachers where they will be able to click in a folder for their instruction for the week. All relevant materials for their instruction will be included in the weekly folder. For students, Chromebooks will be utilized as well as any other technology-related materials as needed.

Assessment and Learning in Knowledge Spaces (ALEKS) is an internet math program. At the beginning of the year, students will take a pre-assessment in ALEKS to determine their current knowledge of various math topics. These questions are chosen by ALEKS based on how each individual student answers the previous question. This ensures that each student’s assessment is unique and personal. ALEKS then displays each student’s current mastery on the ALEKS pie chart. Throughout the year, ALEKS will give each student progress assessments to ensure that previously learned topics are retained and mastered. Students gain or lose pie topics depending on whether they answer their progress assessment questions correctly.

Students continuously work to improve mastery of math topics at their given course level in learning mode. In learning mode, students are offered topics that he/she is ready to learn based on student’s prerequisite knowledge (demonstrated through assessments). ALEKS offers practice problems for the student to demonstrate mastery of the chosen topic. Students can choose “explain” if they need help with a given topic and ALEKS will provide a detailed visual example of how to appropriately answer the problem.

Most problems may be viewed in English or Spanish (by choice) and get assistance from instructor and sometimes elbow partners. Students are encouraged to tutor one another and gain a better understanding of math topics by teaching classmates. All students are required to take notes on math topics in a composition notebook. This notebook can be used on teacher-initiated quizzes, progress assessments, and in learning mode.

For students who need extra help with the four basic operations (multiplication, division, addition, and subtraction) there are quick table math facts modules and games. Students practice quick tables to strengthen their foundation in the basic operations throughout the course.

When students master over 90% of their current ALEKS course, the instructor moves the student to the next leveled ALEKS course (as designated in the ALEKS course product list).

**Council Leadership (NON-CORE)- During Advisory**

Students will use their own stories to gain courage, self-control, justice, heroism, leadership and individual responsibility. Students will become council leaders to gain knowledge and show others
how humans interact respectfully with one another, follow rules and respect the rights of others. Students will become leaders and develop their skills as positive role models in society.

Curriculum utilized in Council Leadership includes *Everyday Leadership* by Mariam G. Macgregor and Taswell Macgregor.

**Instrumental Music- Band and String Orchestra (NON-CORE)**

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

Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Students learn, rehearse, and perform 2-4 repertoire pieces each semester of various difficulties. Concert music is meant to push students performing abilities while providing constant opportunities to master previously learned skills.

Music students also learn to engage with music through other disciplines, completing various projects and/or listening journal entries according to provided rubrics. Listening journal entries allow students to write about music, relative to themselves, within an academic framework. Projects include history research essays and/or presentations that require students to write and present about various music topics.

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

**Innovative curricular components:**
The use of technology in the course objectives; i.e., original compositions, composing on-line essays (on Google docs), and using either Prezi or Google PowerPoint to create visuals to enhance their written essays. Parents are very involved in the process of ensuring that their children are practicing.

**Intervention/Enrichment:**
Students come before and after school for extra help, sessions with teacher or to help each other. Students often take advantage of this opportunity. A yearly music field trip is offered to all students.

**Instructional materials** utilized in Instrumental Music includes *Essential Elements for Band 2000 Book 1 and 2* by Lautzenheiser, Higgins, Menghini, Lavender, Rhodes, and Bierschenk, and *Essential Elements for Strings 2000 Books 1, 2, and 3* by Allen, Gillespie, and Hayes

**Technology-based resources** utilized in Instrumental Music include Musescore notation software, Activate Instruction, Prezi, PowerPoint, and Google Drive.

**Spanish (NON-CORE)**
Spanish 1 is a first-year class designed to teach students the fundamental vocabulary and grammar necessary to begin communicating and understanding in the Spanish language. Students will develop the basic communication skills of listening, speaking, reading, and writing Spanish.

Students who take Spanish 1 will be able to speak, read, write, and comprehend Spanish on a basic level at the culmination of the course. These skills will be developed through active class participation. Students in Spanish 1 will interact with five standards for world language:

- Communication
- Culture
- Connections
- Comparison
- Communities

Spanish 2 is a second-year class designed to teach students the fundamental of verb conjugations, phonetics, and syntax. Students will also develop the basic communication skills of listening, speaking, reading, and writing Spanish. Students will also take a closer look at various Hispanic/Latino cultural aspects.

Students taking Spanish 2 will have a better understanding of Spanish by practicing speaking, reading, and writing. These skills will be developed through active class participation, pair group, group presentation, and individual activities. Students in Spanish 2 will interact with five standards for world language:

- Communication
- Culture
- Connections
- Comparison
- Communities

*Instructional materials* utilized in Spanish 1 includes Prentice Hall’s Paso a Paso 1, or Prentice Hall’s Paso a Paso 2 for Spanish 2 courses.

*Technology-based resources* utilized in Spanish 1 and 2 include web-based resources and Google Drive.

PLCs, after school program,

13. **For secondary schools:** Provide a comprehensive course list or table that shows all course offerings for all grades to be served. **For high schools:** Identify which courses will meet A-G and graduation requirements. See the partial sample template below:
<table>
<thead>
<tr>
<th>Subject</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Semester</td>
<td>2nd Semester</td>
<td>1st Semester</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>English 6</td>
<td>English 6</td>
<td>English 7</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Ancient History</td>
<td>Ancient History</td>
<td>Medieval History</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 6</td>
<td>Math 6</td>
<td>Math 7</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>Electives</td>
<td>Instrumental Band</td>
<td>Instrumental Band</td>
<td>Spanish 2</td>
</tr>
<tr>
<td></td>
<td>Spanish 1</td>
<td>Spanish 1</td>
<td>Band &amp; Orchestra</td>
</tr>
<tr>
<td>Physical Education</td>
<td>P.E. 6</td>
<td>P.E. 6</td>
<td>P.E. 7</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory 6 &amp; ALEKS</td>
<td>Advisory 6 &amp; ALEKS</td>
<td>Advisory 7 &amp; ALEKS</td>
</tr>
</tbody>
</table>

14. **Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.**

VCMS’s skilled teachers use a rich repertoire of instructional methods. Teachers consider the goals and objectives of the lesson and the unit, the students’ prior learning, and strategies for maximizing cognitive engagement. Based on Dr. Howard Gardner’s theory of Multiple Intelligences and Norman L. Webb’s Depth of Knowledge (DOK), our teachers address the different types of learners in their classrooms and the degree of understanding students need to be successful.

Following is a brief description of the general instructional methods Vista teachers employ to engage students with the content.

**Methodologies**

**Constructivist learning:** Vista teachers facilitate learning by recognizing the knowledge that students bring to the classroom. Students’ learning is supported through an inquiry process as students construct new understanding and meaning.

**Problem Based and Inquiry Learning:**
Vista teachers give students a problem which the student must then solve by gathering data, organizing data, and attempting an explanation, “whereby students become increasingly
accomplished problem-solvers given structure and guidance from mentors who scaffold students through coaching, task structuring, and hints, without explicitly giving students the final answers. An important feature of scaffolding is that it supports students’ learning of both how to do the task as well as why.” (http://www.cogtech.usc.edu/publications/hmelo_ep07.pdf)

**Gradual Release Model:**
The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility.” (Pearson and Gallagher, 1983) The model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. First, the teacher models his/her thinking and understanding of the content for students. Then, during guided practice, the teacher prompts, questions, and facilitates as students engage in tasks that increase their understanding. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as stations, ensure that students practice and apply their learning while interacting with their peers.

**Project-Based Learning:** Project-based learning (PBL) is a model that organizes learning around projects. In PBL, students are given complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

**Strategies**

**Heterogeneous grouping**
Vista provides all students with the same rigorous content and scaffold support. Heterogeneous grouping has been shown to improve overall learning although some have called grouping at the middle level "the most important unresolved issue in education" (George 1988). In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that "almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few if any benefits for student achievement." (http://rer.sagepub.com/content/57/3/293.abstract). At Vista, all students, including students identified for special education as well as English Learners, will be active members of the classroom.

**Pre-teaching, or front loading**
Prior to lessons (when needed), VCMS teachers introduce students to the concepts that are to be presented in an upcoming lesson. VCMS applies pre-teaching as a way to build bridges between prior knowledge and new concepts, content, or skills. Visual aids and graphic organizers may be used. Students’ self-confidence levels increase through the practice of pre-teaching.

**Targeted re-teaching**
When VCMS’s assessments reveal that students are struggling with a particular skill or concept, students will receive targeted instruction that re-teaches a particular skill or concept. Vista teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions. Teachers will be able to assess student’s understanding of concepts either within the lesson, or within the assessment window; which occurs at minimum every three weeks.
Teacher Lecture
Teacher lecture is a familiar and effective method for teaching at VCMS that is used thoughtfully and properly. Synthesized research on learning processes presented in How People Learn (1999) confirms, “experts’ abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter” (http://www.centerforpubliceducation.org/Learn-About/21st-Century/Putting-it-all-together.html). Facts acquired through lecture, text or empirical research are an essential component of constructing knowledge.

Cooperative Learning
Small groups of VCMS students work together to solve a problem or complete a task. Cooperative learning brings students of varied ability together in small groups to increase student participation and involvement in the learning process. Students take responsibility not only for their own learning, but also share the responsibility for helping other members of the group achieve instructional goals (Slavin 1987). Vista believes that the middle classroom is an especially appropriate place to use cooperative learning strategies. Students working with others toward a common goal draw upon their interest in the peer group that gives meaning to the relationship. A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior (Educational Leadership, December 1989/January 1990).

15. Explain how the school’s instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the CA Common Core State Standards (CCSS) and other state content standards. (Do not include the standards within the petition.)

All 6th-8th grade students at VCMS receive instruction that is designed to facilitate their attainment of the State learning standards. Specific content in all subject areas will be drawn from the adopted California Common Core State Standards (CA CCSS) and the California Content Standards. The curriculum supports different sub-groups (English Learners, students with disabilities) and addresses different learning styles. While Vista has adopted content area curriculum, teachers will not utilize the texts as their sole curriculum method, rather use it to supplement their grade-level or department designed curriculum.

VCMS believes that curriculum design is a tool that can be used to empower teachers. Research has found that “Teachers are not likely to make changes to practice unless they judge them to be necessary or desirable, or if they are have opportunities to discuss change and to learn from others.” (Appleton & Asoko, 1996; Arora, Kean, & Anthony, 2000; Franke, Carpenter, Fennema, Ansell, & Behrend, 1998). Content area teams and instructional coaches (Curriculum Administrator and CSUN DESCRIBE PROGRAM) provide teachers with opportunities to collaborate and learn from one another as milestone documents are developed. Vista underscores the value of its teachers as intellectual architects in this task. Vista also values the incorporation of a student’s intellectual, social, emotional and political learning into curriculum design and therefore, hires culturally responsive teachers who “realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage” (http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm).

The adoption of the California Common Core State Standards (CA CCSS) demands significant shifts in the way teachers think about, design and deliver instruction to students. The content and structure
of the CA CCSS strongly align with Vista’s approach to teaching and learning; however, we recognize as an organization that we need to 1) ensure all stakeholders understand the teaching and learning requirements outlined by the common core and explicitly link current organizational practices to the CA CCSS, 2) identify and develop best practices across Vista’s faculty, and 3) develop a clear timeline to adjust both our instruction and internal assessments to ensure optimal success on the Smarter Balanced Assessment that will launch in the Spring of 2015.

To this end, VCMS hired a Curriculum Administrator who serves as a coach to better train staff in implementing common core. The goals being:

- Guide Vista towards the development of more authentic assessments aligned to the newly adopted common core and correlating assessments;
- Participate in training on methods, curriculum, and strategies to help students master the CA CCSS;
- Investigate resources and research to remain current on best practices;
- Conduct action research in the classroom to learn how new practices can best be adapted to serve our students;
- Support the instructional team and school leaders in developing or selecting formative assessments that are appropriate for core areas; and
- Work with site leaders to develop and implement a plan to support teachers with the Common Core instructional shifts in mathematics or literacy.

Vista places a high value on structuring time during the year for both grade level and content teachers within and across the school to convene and collaborate. Teachers meet in content and grade level teams twice monthly. This cultural value of shared collaboration provides a strong foundation as we focus these conversations on content shifts within grade levels and vertical articulation across grade levels required by the California Common Core State Standards. The following table outlines the instructional shifts that will be required by the CA CCSS and current Vista practices aligned to those shifts:

<table>
<thead>
<tr>
<th>CA CCSS Shifts in English Language Arts/Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shifts</strong></td>
</tr>
<tr>
<td>Balancing Informational and Literacy Text</td>
</tr>
<tr>
<td>Knowledge in the Disciplines</td>
</tr>
<tr>
<td>Staircase of Complexity</td>
</tr>
</tbody>
</table>
### CA CCSS Shifts in English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Text-based Answers</th>
<th>Students engage in rich and rigorous evidence based conversations about text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like-content in increasingly complex tasks.</td>
</tr>
</tbody>
</table>

### Current Practices Aligned to ELA/Literacy Shifts:

- Vista partnered with a LAUSD English Learner Instruction Consultant to provide professional development in the implementation of CA CCSS. The professional development series provided training in the following content areas:
  - Developing a deeper understanding of “college and career ready” students as described by the CCSS
  - Clear understanding of the architecture of the CA CCSS for ELA and Literacy
  - Connection of CA CCSS for ELA and Literacy to the Teaching and Learning Framework
  - Design a coaching plan for successfully coaching all students, including English Language Learners, standard English Learners, and students with disabilities, in adopting essential CA CCSS learning skills.
  - Creation of a CA CCSS road map
- Vista has maintained a focus on reading across the content areas, increasing the amount of non-fiction text that student read throughout the day. Grade level and content teams utilize common reading strategies (i.e. thinking maps, text annotation, etc.) to increase student access to content.
- Our ELA Unit Framework, which is focused on core literature, includes a summative writing task that requires students to use textual evidence to support their answers. Additionally, the unit framework integrates non-fiction texts that augment and support students’ understanding of the key concepts in the literature.
- Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.
- Teachers hold students accountable to use complete sentences, appropriate discourse structure and academic vocabulary in both whole and small group instruction. Moreover, students develop the habit of supporting their assertions with evidence, which is more often than not textual evidence. In the spirit of healthy debate, students are encouraged to push their peers to substantiate counter arguments with evidence.
### CA CCSS Shifts in Mathematics

<table>
<thead>
<tr>
<th>Shifts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Focus</td>
<td>Teachers significantly narrow and deepen the scope of how much time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts prioritized by the standards.</td>
</tr>
<tr>
<td>Coherence</td>
<td>Teachers carefully connect learning within and across the grades so that students can build new understanding onto foundations built on previous years.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework for students to memorize, through repetition.</td>
</tr>
<tr>
<td>Deep Understanding</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math is this where it was supposed to finish?</td>
</tr>
<tr>
<td>Application</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
</tr>
<tr>
<td>Dual Intensity</td>
<td>Students are practicing and understanding. There is more of a balance between these two activities in the classroom – both are occurring with intensity.</td>
</tr>
</tbody>
</table>

### Current Practices Aligned to Mathematical Shifts

- Vista has partnered with California State University, Northridge’s (CSUN) Center for Teaching and Learning, receiving professional development and coaching in the implementation of CA CCSS. Meeting a minimum of six times annually, the CSUN mentorship partnership includes:
  - Professional development around the CA CCSS
  - Coaching in planning and delivery of instruction
  - Lesson observations and post lesson debrief/reflection
  - Data analysis
  - Vertical content articulation
  - Follow-up coaching as needed
  - Vista teachers provide mental math practice to develop procedural fluency, the efficient use of estimation, and strategies for calculating quickly.
  - Mathematical Tools: Vista teachers give students practice with different representations and tools, such as algebra tiles, number lines, and graphs, to help students make sound decisions about when each of the tools might be helpful.
• To help students develop the modeling and representational skills required by the Standards for Mathematical Practice, Vista teachers provide students with rich, non-routine problems. Students must utilize all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They often have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.

• Error Analysis: Vista math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.

• Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.

16. 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.

Evidence indicates that technology use can help students improve their performance on tests of basic skills. However, researcher investigating the use of technology in education shows that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; “Critical Issue,” 1999).

The intent of the use of technology at Vista is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students, and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. Vista students will be well versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. Students will use these technologies to locate, organize, manipulate, create, and present information, as they become information navigators with the help of their teachers and parents.

As a result, technology use at Vista shall be guided by the following principles:
The use of technology at Vista will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum;

It is essential to keep children’s needs at the center of technology implementation;

Ongoing staff development will be crucial to the successful implementation of the Technology Plan and effective technology integration;

Ongoing parent education about the applications and use of technology at Vista will be a critical component to student success;

Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels;

Computers are a dynamic learning tool, used for information processing, skill development, artistic expression, writing and composition, research, and numerous other applications for daily life and learning;

The writing and editing process is enhanced by the use of computer applications. Students will access an infinite source of visual information from an abundance of sources worldwide continually available to all learners to enhance and reinforce their learning experiences;

Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process;

Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills;

Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring;

Teachers will use a school-wide communication device to allow constant and promote collegial interaction;

Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons; and

Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

17. For high schools: Describe the school’s specific graduation requirements, including the number/type of units required. Explain how the school program and course schedule will enable all students to meet graduation and A-G requirements within four years. Address:

- How the school will ensure it provides sufficient credit recovery opportunities and support
- How the school will ensure that transfer students can meet graduation and college entrance requirements

N/A

18. For high schools: Describe the school’s plan and timeline for obtaining and/or maintaining Western Association of Schools and Colleges (WASC) accreditation. Explain how the school’s plan will ensure WASC accreditation prior to graduating its first class of seniors and all subsequent graduating classes.

N/A
19. For high schools:\footnote{Education Code requires a charter school petition to include, “[i]f the proposed 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.” Cal. Ed. Code § 47605(b)(5)(A)(iii).}: Describe how the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Address the manner in which the school will inform parents how and when the school’s course offerings could preclude a student from meeting graduation and/or college entrance requirements if they transfer into or out of the school.

N/A

20. For element schools: include a description of the school’s Transitional Kindergarten program.

N/A

21. Provide an academic calendar that specifically identifies all instructional days, and indicates whether they are regular, early dismissal/shortened, or minimum schedule days. The calendar also must show holidays and breaks.

22. Provide a comprehensive set of sample daily schedules (regular, early dismissal, minimum day) for each grade level to be served. (If more than one grade level will
(If samples share an identical schedule, e.g. 1st and 2nd grade, the samples may be consolidated.) Each schedule must show both the subjects to be taught during the various periods of the day as well as subtotals and totals of daily instructional minutes. If the school’s instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.

### Vista Charter Middle School
#### Regular Day Bell Schedule
2014-2015

<table>
<thead>
<tr>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Passing</td>
</tr>
</tbody>
</table>

| **Period 2** | Start Time | End Time | Length |
| Passing | 8:53 AM | 9:43 AM | 50 min |
| Passing | 9:43 AM | 9:46 AM | 3 min |

| **Period 3** | Start Time | End Time | Length |
| Lunch | 10:46 AM | 10:36 AM | 50 min |

| **Period 4** | Start Time | End Time | Length |
| Passing | 11:16 AM | 11:19 AM | 3 min |
| Passing | 12:09 PM | 12:12 PM | 3 min |

| **Period 5** | Start Time | End Time | Length |
| Passing | 12:15 PM | 1:52 PM | 100 min |
| Passing | 1:52 PM | 1:55 PM | 3 min |

| **6th Grade-Regular Day Early Dismissal Every Monday at 1:52** |

| **Advisory** | Start Time | End Time | Length |
| 1:55 PM | 3:00 PM | 65 min |

<table>
<thead>
<tr>
<th>7th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Passing</td>
</tr>
</tbody>
</table>

| **Period 2** | Start Time | End Time | Length |
| Passing | 8:53 AM | 9:43 AM | 50 min |
| Passing | 9:43 AM | 9:46 AM | 3 min |

| **Period 3** | Start Time | End Time | Length |
| Passing | 9:46 AM | 10:36 AM | 50 min |
| Passing | 10:36 AM | 10:39 AM | 3 min |

| **Period 4** | Start Time | End Time | Length |
| Lunch | 11:25 AM | 12:05 PM | 40 min |
| Period 5 | 12:05 PM | 12:59 PM | 50 min |
| Passing | 12:59 PM | 1:02 PM | 3 min |

| **Period 6** | Start Time | End Time | Length |
| Passing | 1:02 PM | 1:52 PM | 50 min |
| Passing | 1:52 PM | 1:55 PM | 3 min |

| **7th Grade-Regular Day Early Dismissal Every Monday at 1:52** |

| **Advisory** | Start Time | End Time | Length |
| 1:55 PM | 3:00 PM | 65 min |

<table>
<thead>
<tr>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Passing</td>
</tr>
</tbody>
</table>

| **Period 2** | Start Time | End Time | Length |
| Passing | 8:52 AM | 9:42 AM | 50 min |
| NUTRITION | 9:42 AM | 9:52 AM | 10 min |

| **Period 3** | Start Time | End Time | Length |
| Passing | 9:52 AM | 10:42 AM | 50 min |
| Passing | 10:42 AM | 10:44 AM | 2 min |

| **Period 4** | Start Time | End Time | Length |
| Lunch | 10:44 AM | 11:34 AM | 50 min |
| Lunch | 11:34 AM | 11:36 AM | 2 min |

| **Period 5** | Start Time | End Time | Length |
| Period 6 | 11:36 AM | 12:26 PM | 50 min |
| Period 6 | 12:26 PM | 1:06 PM | 40 min |
| Passing | 1:06 PM | 1:56 PM | 50 min |

| **Period 7** | Start Time | End Time | Length |
| Passing | 1:56 PM | 1:58 PM | 2 min |
| Passing | 1:58 PM | 3:03 PM | 65 min |

| **8th Grade- Regular Day Early Dismissal Every Monday at 1:56** |

Vista Charter Middle School - 2900 W. Temple St., Los Angeles, CA 90025  Phone:
### Vista Charter Middle School

**Award Assembly Minimum Day Bell Schedule 2014-2015**

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Time</strong></td>
<td><strong>End Time</strong></td>
<td><strong>Length</strong></td>
</tr>
<tr>
<td>Period 1</td>
<td>8:00 AM</td>
<td>8:50 AM</td>
</tr>
<tr>
<td>Half Day</td>
<td>8:50 AM</td>
<td>8:53 AM</td>
</tr>
<tr>
<td>Award Assembly</td>
<td>9:43 AM</td>
<td>9:43 AM</td>
</tr>
<tr>
<td>Passing</td>
<td>9:43 AM</td>
<td>9:46 AM</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:46 AM</td>
<td>10:36 AM</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:36 AM</td>
<td>11:16 AM</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:16 AM</td>
<td>12:09 PM</td>
</tr>
<tr>
<td>Dismissal</td>
<td>12:09</td>
<td></td>
</tr>
</tbody>
</table>

### Vista Charter Middle School

**Minimum "A" & "B" Day Bell Schedules 2014-2015**

#### "A" DAY

<table>
<thead>
<tr>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Time</strong></td>
</tr>
<tr>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1</td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Period 2</td>
</tr>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>Period 3</td>
</tr>
<tr>
<td>Dismissal</td>
</tr>
</tbody>
</table>

#### "B" DAY

<table>
<thead>
<tr>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Time</strong></td>
</tr>
<tr>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1</td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Period 2</td>
</tr>
<tr>
<td>Passing</td>
</tr>
<tr>
<td>Period 3</td>
</tr>
<tr>
<td>LUNCH</td>
</tr>
<tr>
<td>Dismissal</td>
</tr>
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</table>

### Vista Charter Middle School - 1900 W. Temple St., Los Angeles, CA 90026

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83
<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Grade</th>
<th>Block</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Math</td>
<td>6th</td>
<td>B</td>
<td>600</td>
</tr>
<tr>
<td>6th</td>
<td>English</td>
<td>6th</td>
<td>C</td>
<td>622</td>
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<td>7th</td>
<td>Math</td>
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<td>7th</td>
<td>English</td>
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<td>B</td>
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<tr>
<td>8th</td>
<td>Math</td>
<td>8th</td>
<td>C</td>
<td>600</td>
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<tr>
<td>8th</td>
<td>English</td>
<td>8th</td>
<td>B</td>
<td>622</td>
</tr>
</tbody>
</table>

**Note:** The table above represents the schedule for the 2014-2015 academic year at Vista Charter Middle School.
# 2014-2015 Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
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<tr>
<td>8:05</td>
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<tr>
<td>9:43</td>
<td>Period 2</td>
<td>Period 2</td>
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<tr>
<td>10:36</td>
<td>Period 3</td>
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<td>10:36</td>
<td>10:36</td>
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<tr>
<td>11:16</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<td>11:16</td>
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<tr>
<td>11:20</td>
<td>Period 4</td>
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<tr>
<td>12:09</td>
<td>Period 5-6</td>
<td>Period 5-6</td>
<td>Period 5-6</td>
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<td>12:09</td>
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</tr>
<tr>
<td>1:02</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Period 7</td>
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<tr>
<td>1:02</td>
<td>1:02</td>
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<tr>
<td>1:06</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Period 7</td>
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<tr>
<td>1:06</td>
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<tr>
<td>3:00</td>
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<td>3:00</td>
<td>3:00</td>
<td>3:00</td>
<td>3:00</td>
</tr>
</tbody>
</table>

Note: Early Dismissal Mondays
23. Complete and include the MS Excel “Instructional Days and Minutes Calculator” table (provided below, and in a separate document on the CSD website).

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minu...</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Select Y/N</td>
<td>130</td>
<td>368</td>
</tr>
<tr>
<td>7</td>
<td>Select Y/N</td>
<td>130</td>
<td>365</td>
</tr>
<tr>
<td>8</td>
<td>Select Y/N</td>
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<td>362</td>
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<td>9</td>
<td>Select Y/N</td>
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<td>10</td>
<td>Select Y/N</td>
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<td></td>
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<tr>
<td>11</td>
<td>Select Y/N</td>
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</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. If applicable, address the Early College and Middle College High Schools attendance requirements of Ed. Code section 46146.5, as amended by SB 379.
N/A

Note: Ensure that all calendars and schedules, including the instructional minutes calculator, are internally consistent and accurately represent the described program.

Professional Development
25. **Describe how the school will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program.**

VCMS has 6th grade teachers with multiple subject credentials, are all NCLB compliant. 7th and 8th grade teachers have single content subject credentials (check if they are all NCLB compliant), and a music, physical education and Spanish teacher all with single subject credentials (check if they are all NCLB compliant). All teachers are highly qualified to deliver strong content, provide support, gauge student learning, evaluate lesson delivery, analyze data and make necessary changes if needed. The innovative component is that teachers will have Monday minimum days to review data, determine next steps and plan any pertinent material necessary to continue to progress at higher levels. Teachers are recruited via Edjoin, CCSA job fairs.

26. **Describe how the school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the new charter term.**

Professional development is led by school site leaders, teacher content area leaders, and other curriculum specialists in order to ensure one voice and one approach schoolwide.

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Mapping &amp; Clustering Standards (Common Core)</td>
</tr>
<tr>
<td>Classroom Management</td>
</tr>
<tr>
<td>Behavior Management</td>
</tr>
<tr>
<td>Socratic Seminars</td>
</tr>
<tr>
<td>Content Specific Pedagogy –centered on Common Core Standards</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td>S.D.A.I.E. Training</td>
</tr>
<tr>
<td>Instruction- aligning standards to college expectations</td>
</tr>
<tr>
<td>Embedding Rigor in the Curriculum; Understand the Major Shifts in Instruction and Expectations</td>
</tr>
<tr>
<td>of Rigor in the Common Core Standards</td>
</tr>
<tr>
<td>Data-Driven Decision Making</td>
</tr>
<tr>
<td>Supporting Full Access of General Ed for Special Education Students</td>
</tr>
<tr>
<td>Sexual Harassment</td>
</tr>
<tr>
<td>Mandated Reporting</td>
</tr>
</tbody>
</table>

27. **Meeting the Needs of All Students**

Describe how the charter school’s educational program will meet the needs of English Learners (ELs). Specify whether the school will adopt and implement LAUSD’s English Learner Master Plan or implement its own English Learner Master Plan. Describe:

- **Process for identifying English Learners**

VCMS will identify English Learners based on their previous CELDT results. We will also verify their Home Language Survey and request additional records (if needed) in order to determine support for the student(s).
- Educational program for English language acquisition, including how, where, and by whom the English Learner program components will be provided

How: All ELD students will receive the same ELD program, tailored to their Language Acquisition level and their grade level. Vista students will receive instruction from the English 3D Program, as well as the Academic Vocabulary Toolkit. Vista continues to implement LAUSD’s EL Master Plan in order to support our students. The English 3D Program and the Academic Toolkit 1 will be divided so that all students will receive a comprehensive program from 6th – 8th grade.

<table>
<thead>
<tr>
<th>Program</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3D</td>
<td>Issues 1-4</td>
<td>Issues 5-8</td>
<td>Issues 9-12</td>
</tr>
<tr>
<td>Academic Vocabulary Toolkit</td>
<td>50 Vocabulary words from Toolkit 1</td>
<td>50 Vocabulary words from Toolkit 1</td>
<td>Toolkit 2</td>
</tr>
</tbody>
</table>

Additionally, students will be invited to participate in a Saturday CELDT Academy to receive additional support to prepare students for the CELDT test. Students who do not attend will still receive support within the ELD classroom setting. Lastly, staff is participating in workshops and training that support administrators and teachers implement the new ELA/ELD standards; this training is being provided by LACOE (2014).

Where: Students will receive additional support in the classroom setting.
6th grade: 2 ELD classes @ 17 and 16 students each, 7th grade 2 classes at 19 and 18 students each, and one 8th grade class @ 13 students.

The Saturday CELDT Academy will take place on campus for 3 Saturdays at the beginning of the school year.

By whom: Students will receive instruction from trained teachers during ELD and Saturday CELDT Academy courses.

- **How the program will meet the new state ELD standards and use the results of the CELDT/LCAP**

English 3D covers the new ELD standards and are embedded throughout the program. Students are able to enhance their skills via specific routines and lessons that are tailored to meet the Reading, Writing, Listening and Speaking standards for all English Learners. Vista’s LCAP determined the need for a more structured and program aligned to the ELD standards.

- **Services and supports for English Learners, including instructional strategies and intervention**

English Learners will receive direct support from their ELD classroom. English Learners will be able to receive support from the teachers during instructional time with a smaller group setting (classes range from 13 to 19 students). Teachers will utilize instructional strategies embedded within the English 3D program.

- **Process for annual evaluation of the school’s English Learner program**

Throughout the year, the English Learner program will be monitored to ensure that Vista is providing academically enriched lessons to our students. At the end of the year, the ELD teachers and
administration will meet to evaluate and determine what steps need to take place in order to enhance the English Learner program.

- **Process and specific criteria for reclassification**
Once the official CELDT results arrive from the state, the Reclassification process will begin. Students who meet the minimum CELDT criteria requirement (an Overall of Early Advanced or Advanced, with minimum Intermediate levels in any of the four categories; Listening, Speaking, Reading and Writing) will begin the process of reclassification.

- **Process for monitoring progress of English Learners and reclassified (RFEP) students**
All R-FEP students will be monitored by the Curriculum Administrator to ensure that they are receiving needed support to maintain a C average or better in their English Language Arts class. Students who are not receiving a C or better will receive additional support in different manners; a parent meeting to discuss possible concerns, offer Before/After School tutoring, and an SST if needed. Students who are failing Language Arts may be placed back in an ELD class for additional support.

- **Process for monitoring progress and supports for Long Term English Learners (LTELs)**
Curriculum Administrator will meet individually with LTELs to review their CELDT, CST and Language Arts grade. This will help students understand why they are LTELs, but most importantly, it will help them to do a Goal Setting so that they can reclassify. Specific steps will be discussed where students will be able to be monitored from the beginning of the school year so that when students take the CELDT test, they will have their Language Arts grades ready to be reclassified.

**Gifted and Talented Students and Students Achieving Above Grade Level**
28. Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level. Address:

- Whether the school will identify students for GATE eligibility, and, if so, how

GATE students will be identified by their classification from the previous year. Students who are meeting grade level standards and above will also be identified via data results from assessments, classroom formal and informal observations, progress report and report cards.

- **How the school will identify and meet the educational needs of students in this subgroup, including how, where, and by whom instructional program components, services and/or supports will be provided**
How: Teachers who have identified GATE students in their roster will be notified so that they may be able to provide additional challenging material/support to the student(s). GATE students will be able to receive higher-level thinking strategies within the classroom setting. Students who are also meeting and exceeding grade level standards will also receive challenging material during instruction so that students are continually challenged.
Gifted and Talented Students and Students Achieving Above Grade Level

We will engage in comprehensive instructional strategies to challenge and support all students enrolled at VCMS. Students identified through LAUSD’s GATE process may participate in the YPI Program (after school enrichment program), for of high achieving students will be notified and a conference with parents and guardians will be held to discuss the extension opportunities at VCMS, additional programs students can participate in, and how the families can be a part of the support process.

While our instructional program will be appropriately challenging for the majority of our students, we are committed to providing additional challenge to students performing above grade level. VCMS will follow the recommended step to identify all students who may have GATE eligibility. In line with district recommendations, the school will develop an initial list of candidates identified by referrals from teachers, parents, staff, or students. The Administration will screen the students by collecting data from sources such as the students’ cumulative record or state test scores. If the student’s parent gives consent, student to will benefit from the following components of our school’s design:

- Highly skilled teachers using a variety of teaching strategies to challenge each student
- Small school size and safe environment, where academic success is celebrated
- Small, leveled guided reading groups w/students accessing challenging literature
- Extensive independent reading at each student’s level so each child excels at own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with/engagement of parents towards college prep mission
- Opportunities to build leadership skills through the student leadership cadre

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created.

- How the school will monitor the progress of students in this subgroup

Assessment results from every three weeks, Quarterly Assessment results, teacher formal and informal observations, progress reports and report card grades will provide data to monitor the progress of students in this subgroup. Assessment results will enable us to determine whether GATE students may or may not understand concepts. Assessment results will help teachers determine if the student will need further support (which can be given during class time), whether the student is struggling to comprehend a concept (Homework club, After or Before school tutoring can be offered), or whether students are on track to meet standards.

Students Achieving Below Grade Level

29. Describe how the charter school will meet the needs of students achieving below grade level. Address:
• **How the school will identify students in this subgroup**
  All students will be assessed every three weeks with a Quarter Unit on the 9th week of instruction. These results will help identify students achieving below grade level. On-going classroom information observations, progress reports and report cards will also yield the number of students who are struggling to meet grade level standards.

• **How the school will identify and meet the educational needs of students in this subgroup, including how, where, and by whom instructional program components, services and/or supports will be provided**
  Once students are identified, we will be able to provide additional support to students in a variety of ways.

  **How:** First, teachers in the classroom will know exactly which students may be struggling. They will be able to offer immediate intervention within the classroom setting, or those students may be offered additional support through our Homework Club, where students will be able to receive additional support in order to ensure that students are receiving adequate help.

  Additionally, Vista is offering an after school Tutoring program which will identify students school-wide who are demonstrating that they are struggling to maintain grade level proficiency. These students will receive small group tutoring support so that they may understand material that they are struggling with. The tutoring program will be led by teachers or support staff.

  **Where:** All support outside of the classroom will take place on the Vista campus; the Homework Club, Before and After School program, and the Tutoring Program.

• **How the school will monitor the progress of students in this subgroup**
  Once the support is given to the students, teachers and administrators will continue to meet and review data to monitor the progress of the students. Students who continue to struggle will be referred to a Student Study Team (SST). This process will identify specific support that the student may need in order to achieve grade level mastery.

**Socio-Economically Disadvantaged/Low Income Students**

30. **Describe how the charter school will meet the needs of socio-economically disadvantaged/low income students separate and apart from the needs of low achieving students. (Do not address low achievement in this section.) Address:**

• **How the school will identify students in this subgroup**
  All students are required at the beginning of the school year to submit the Family Income Survey in order to identify socio-economically disadvantaged students.
How the school will identify and meet the unique needs of students in this subgroup, including how, where, and by whom services, supports, and/or enrichment opportunities, will be provided.

Vista will be able to meet the unique needs of socio-economically disadvantaged students in different manners.

How & Whom: (2014-2015) VCMS has received two After School grants (21st Century Supplemental Grant and the After School Education and Safety Program) to support socio-economically disadvantaged students by offering a Before School program which includes breakfast; an after school program which includes a hot meal, and also weekend camps and also Thanksgiving Camp, Winter Camp and Spring Break Camp to support students academically at school. In addition to that, the program also offers support for field trips by paying for transportation costs to different educational events. Administration, Supporting staff, and any other pertinent adults will support socio-economically disadvantaged students.

Where: Vista will house all of these programs on campus unless students are away on a field trip.

Support & Enrichment Opportunities: Our Before School program offers tutoring and breakfast in the morning. This is to help support socio-economically disadvantaged students by ensuring that they
have breakfast and also academic support when needed.

Our After School program offers: tutoring, enrichment and a health component. Socio-economically disadvantaged students will be able to participate in extra-curricular activities as well as camps during non-school days. This opportunity will allow students to continue their extended learning, be offered meals and also participate in enrichment-type opportunities.

- How the school will monitor the progress of students in this subgroup

Students with Disabilities

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

Students in Other Subgroups

32. For Foster Youth, Standard English Learners and any other subgroup relevant to the targeted student population, describe how the charter school will meet the needs of students in the subgroup. Address:

- How the school will identify students in this subgroup

Foster Youth students will be identified by the office through records. Regular classroom teachers, office staff, behavior counselor, administration and any other individual that may provide support will be notified so that the student does receive the support he/she may need.

English Learners will be identified per their placement in the ELD courses. ELD teachers, administration and any other individual that may provide support to the English Learner will be notified.

- How the school will identify and meet the needs of students in this subgroup, including how, where, and by whom services, supports and/or opportunities will be provided

Foster Youth: Students will receive support from administration, Supporting staff counselor, regular classroom teachers as well as any other individuals that may provide support for the student.

How: identified through office records and appropriate personnel notified

Where: student will receive support when appropriate from individuals at the school

By whom: regular classroom teacher, supporting staff, counselor (if appropriate), administration, After School Program Coordinator (if appropriate), RSP teacher (if student is a Special Education student) and any other individuals that may need support.

Opportunities will be provided to the student to receive support by ensuring that any adults that is working with the student follows through with support, communicates with administration regularly and also ensuring that meetings are held regularly to discuss updates, changes or further support that the student may need.

ELD: Students will receive support from administration, regular classroom teacher, ELD teacher, as well as any other individuals that may provide support for the student.
How: identified through placement in ELD groups

Where: student will receive support when appropriate from individuals at the school

By whom: regular classroom teacher, ELD teacher, Supporting staff counselor (if appropriate), administration, After School Program Coordinator (if appropriate), RSP teacher (if student is a Special Education student) and any other individuals that may need support.

Opportunities will be provided to the student to receive support by ensuring that any adults that is working with the student follows through with support, communicates with administration regularly and also ensuring that meetings are held regularly to discuss updates, changes or further support that the student may need. Curriculum Administrator will oversee the ELD program and will have regular conversations with the teacher regarding any concerns of ELD students and provide support where/when needed.

- **How the school will monitor the progress of students in this subgroup**

All students will be tested every three weeks school-wide. Results of this data will prompt additional support given to students that may be struggling. Additionally, teachers will receive support from administration. An administrator will follow through with teachers to ensure that progress is being made.

Every student has developed a Personalized Learning Plan. In order to support all students while at Vista this plan is monitored by teachers and administrators. In this plan, teachers communicate closely with the students so that teachers can determine whether students are in need of support. Students self-reflect on their goals, their learning and analyze their contribution towards their grade. The PLP is comprehensive and it gives the opportunities for students to analyze their own learning; where students are interacting with their own content, reviewing their data and making decisions on how to improve their daily habits.

33. **“A Typical Day”**

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 design/model, innovative component(s), and key instructional strategies of the educational program.

In a typical day, any visitor will be able to see a structured environment where students are engaged in their learning. School-wide, every classroom includes common “planning boards” which clearly identify: the standard, objective, essential questions, agenda and the homework for every period including enrichment, electives and Advisory. We pride ourselves in focusing on students as a 21st century learner. Thus, Chromebooks will be visible throughout the campus on any given period. Every student at school has a Chromebook to utilize to enhance their learning experience. Students are easily identified by their grade level as they are in uniform; 6th graders wear red, 7th graders wear yellow and our 8th grade student body wears white. Any visitor should expect to see and hear students being engaged; from our academic portion of physical education, to orchestra, electives, or any other core class. Students are constantly challenged to be independent thinkers while also
working in groups to analyze, synthesize, create or discuss any topics that are set by the teacher. Student-teacher interaction can also be expected. Clearly identified student outcomes will also be evident as both students and teachers will be engaged in the objective for that lesson. Visitors can also be expected to witness a structured *instructional design/model* that has been created to support all of our systems; visitors may see parents using the Parent Center, may see students progressing towards their ELD goals during ELD time, they may experience students in an academic setting during Physical Education time, they may experience student utilizing their Chromebooks to support/enhance/research a topic given by the teacher, etc. All of these activities can be seen in a safe and productive environment where student learning thrives. Rigor will also be witnessed as part of our everyday culture at Vista. Some of the *key instructional strategies* that a visitor will witness are the commonalities of structure that is evident at Vista. Some of these elements may include: common planning boards, use of Chromebooks, use of ALEKS during Advisory, structured environment both in the classroom and throughout the campus, student engagement, witnessing students being independent thinkers or working in groups towards a common goal, an environment where students are motivated, happy and eager to learn.
Element 2 – Measurable Pupil Outcomes and Measurable Goals of the Educational Program

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

**Measurable Goals of the Educational Program**

1. **Describe the measurable goals and objectives of the school’s educational program.**

   Include:

   VCMS expects its students to demonstrate a mastery of specific subject matter competencies, as detailed by the Common Core State Standards (CCSS) for English Language Arts and Math, Next Generation Science Standards for Science, and the California State Content Standards for all other subjects as applicable to our grade levels served. The entire curriculum and school design are aligned to support mastery of the CCSS.
2. Measuring Pupil Outcomes: Summative Assessment Performance Targets
Pursuant to Education Code Section 57605(b)(5)(A)(ii), following is a table describing VCMS’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code 52060(d), and specific annual actions to achieve these goals.

Additional Student Outcome Measures

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Timeframe &amp; Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate growth in reading comprehension and vocabulary</td>
<td>In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.</td>
<td>Timeframe: Administered upon enrollment for all new students, and once per trimester thereafter for all students. Tool: MAP</td>
</tr>
<tr>
<td>Increase English Language Proficiency</td>
<td>100% of English Learners will increase by at least one ELD level per year.</td>
<td>Timeframe: Annually, September through October Tool: CELDT</td>
</tr>
<tr>
<td>Academic growth over time</td>
<td>Meet annual AYP targets as set by the State and Federal Government and the No Child Left Behind Act. Meet annual AYP targets for all significant subgroups.</td>
<td>Timeframe: Annually, May Tool: State Standardized Test or CAASPP-determined AYP Scores, comprehensive and subgroup</td>
</tr>
<tr>
<td>API</td>
<td>In all years, VCMS will meet growth targets for each subgroup.</td>
<td>Timeframe: Annually, May Tool: CAASPP-determined API Scores</td>
</tr>
<tr>
<td>Attendance</td>
<td>Average Daily Attendance (ADA) will average over 95% for each school year.</td>
<td>Timeframe: Monthly Tool: Attendance Reports</td>
</tr>
<tr>
<td>Parent Satisfaction</td>
<td>Parent Satisfaction surveys will be sent home in the Fall and in the Spring. At least 75% of parents will complete the survey and 85% of the parents surveyed will indicate a high</td>
<td>Timeframe: Mid-year and end-of-year</td>
</tr>
</tbody>
</table>
3. Other Performance Targets

In addition to the LCAP-aligned goals and additional student metrics set forth above, VCMS will be held accountable for strong levels of organizational health. VCMS’s organizational health goals aim to ensure that the school maintains fiscally responsible and sustainable financial management and human resource practices throughout the year so that the organization’s leadership can focus resources and attention on driving toward ever increasing levels of instructional excellence.

Organizational Health Goals & Metrics

**Goal: VCMS establishes and maintains fiscal responsibility**

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual external audit reports demonstrate that the school meets or exceeds professional accounting standards (GAAP).</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to LAUSD. Finance Committee reviews budget monthly.</td>
<td>Annual Report of VCMS</td>
</tr>
</tbody>
</table>

**Goal: VCMS is fully enrolled, with high levels of attendance and re-enrollment**

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students enrolled on the 20th day of each school year remain enrolled on the final day.</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>90% of students completing the school year re-enroll the following year.</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>School averages &gt;95% daily student attendance annually.</td>
<td>Annual Report of VCMS</td>
</tr>
</tbody>
</table>

**GOAL: Board of Directors Provides Effective School Oversight.**

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board conducts formal annual review of school leaders</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>Board conducts annual self-evaluation to assess strengths/weaknesses.</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>Board conducts formal annual review of Bylaws and policies.</td>
<td>Annual Report of VCMS</td>
</tr>
<tr>
<td>Board conducts formal annual review of school’s strengths/weaknesses.</td>
<td>Annual Report of VCMS</td>
</tr>
</tbody>
</table>
In Element 1 the table of State Priorities is listed. All 8 areas of State Priority are detailed and a comprehensive plan is listed. The 8 areas of State Priority covered include: 1) Basic Services (teacher assignments and credentialing, access to instructional materials and facilities maintenance); 2) Implementation of State Content and Performance Standards; 3) Parent Involvement; 4) Student Achievement (statewide assessments, academic performance index [API], English Learner adequate progress rate, and English Learner Reclassification Rate; 5) Student Engagement (school attendance rate, chronic absenteeism rate and Drop Out rate); 6 School Climate (student suspension rate, student expulsion rate and Other local measures of School Climate); 7 Broad Course of Study; and 8) Other Student Outcomes.

In Element 1, Vista’s unique educational goals are described; including a description of the knowledge, skills and aptitudes to be measured. At Vista, we focus on ensuring that students are self-motivated, competent and are life-long learners. Also, we describe how we continually assess students and how school-wide we focus on specific standards and essential questions that are integrated into daily lessons in every classroom at Vista.

4. Measuring Pupil Towards Outcomes: Summative Assessment

VCMS teachers will assess regularly and purposefully using both formal (e.g. quizzes, tests, graded work) and informal (e.g. verbal checks for understanding) means to determine students’ strengths and weaknesses and make informed decisions regarding instruction, curriculum, and differentiation. Leaders will ensure that teachers are adequately trained to utilize assessments and are provided with adequate Professional Development (PD) opportunities to ensure teachers make excellent use of assessment data.

Interim assessments, administered at the conclusion of each trimester, will be created by the Principal at VCMS, and will be composed through examining California State Standards, the CCSS, California’s released test questions, SBAC test questions, grade-level standards as outlined within our instructional scope and sequence, reading inventories and comprehension assessments, sample interim assessments from high-performing schools utilizing interim assessments, and other relevant and exemplary assessments as appropriate.

Assessments for each school year will be produced by the Principal with the input of the Grade Level Facilitators (GLF-Committee of teachers representing their grade level) and over time the support of individual teachers, prior to the start of each Summer PD and available for staff to reference in designing their unit and lesson plans for the year. Assessments will be timed and consist of a combination of multiple-choice items and performance-based open-response questions. Performance on the comprehensive assessment will comprise a minimum of 20% of students’ grades each trimester.

Assessments utilized by VCMS will include criterion-based (state assessments and reading level assessments), nationally normed (national assessments) and value-added (teacher created assessments).
Data and Timelines

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Content Area</th>
<th>Purpose(s)/Use(s) of Data</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA Map</td>
<td>Reading Language</td>
<td>Measures Growth Over Time or longitudinal growth for individual students and cohorts of students over multiple years</td>
<td>For all students new to the school during summer orientation; once per trimester for all students, grades 6-8</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Compares Growth Over Time to national norms and thus to growth of a national cohort</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nationally Norm-Reference Tests</th>
<th>In-House Diagnostic and Interim Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In noticing that the math results yielded a need to intervene and with the mindset that an effective program could help offset the math numbers towards a positive trend, the ALEKS (Assessment and Learning in Knowledge Spaces) math internet intervention program was utilized as a pilot program. During its pilot year, ALEKS results indicated that 76% of the 6th grade students who participated in the program improved on their CST scores from 2012-2013. Based on this program’s success in its pilot year, Vista’s instructional leadership and the GLF (Grade Level Facilitators) team met towards the end of the 2013-2014 school year. In order to support, school-wide, our students in math, the school decided to extend the Advisory period from 50 to 63 minutes in order to secure a block of time in which ALEKS would be implemented. The school has made refinements in its Master Schedule so that all students can benefit from this personalized academic support program. Currently, all 6th, 7th and 8th grade students are benefiting from 35 minutes of ALEKS web-based math instructional support during their Advisory period. School-wide, we will also review student outcomes to determine whether students are demonstrating growth or if further intervention is needed. Every three weeks, school-wide assessments take place in order to analyze data to continue to drive instruction. Students will also review their assessments results during the Advisory period while using their Personal Learning Plan. Advisory has time allotted for teachers to have a student check, meaning that teachers are able to discuss students’ scores via their Personal Learning Plan. Students’ Personal Learning Plan are reflective tools that help students to reflect their efforts, their learning and set new goals. Furthermore, Personalized Learning Plans focus on the student as a whole; how they did during the Quarter; did they achieve their goals; what helped them reach these goals/or not, did they provide help to others, review their study habits for the past cycle, and what do they have to do to do better on the next cycle. Lastly, PLS also focus on a key aspect of students during this developmental stage in their lives; their self image. Students are asked to write 3 characteristics they love about themselves and 3 areas they would like to develop or improve about themselves. Teachers then monitor students’ responses and intervene when needed.</td>
</tr>
<tr>
<td>Internally-created, standards-based interim (Trimester) assessments</td>
<td>Language Arts</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Published Assessment Tools</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Textbook publisher-created quizzes, chapter and unit tests</td>
<td>Math</td>
</tr>
<tr>
<td>Timed math drills</td>
<td>Math</td>
</tr>
</tbody>
</table>
### Accelerated Reader

**Independent reading**

Monitors comprehension of books read independently

Track level and quantity of books read

Data used to measure students' effort and growth over time

Varies, based on book length and individual

---

### Teacher-Created, Standards-Aligned Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>All</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do Now</strong></td>
<td></td>
<td>Daily</td>
<td>Used to check for understanding on a daily basis</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td></td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td><strong>Exit Ticket</strong></td>
<td></td>
<td>Daily</td>
<td>Used to make immediate instructional adjustments to remediate any deficits prior to more formal assessments</td>
</tr>
<tr>
<td><strong>Projects/major writing assignments</strong></td>
<td></td>
<td>At least once per trimester</td>
<td>Used to track student mastery of grade-level standards</td>
</tr>
<tr>
<td><strong>Vocabulary tests</strong></td>
<td></td>
<td>At least every two weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Standards-based quizzes and tests</strong></td>
<td></td>
<td>At least every two weeks</td>
<td>Used to group students for targeted small group instruction and after-school tutoring</td>
</tr>
<tr>
<td>(including chapter and/or unit tests)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative midterm exams</strong></td>
<td></td>
<td>Once per trimester</td>
<td>Comprises &gt;75% of student's grade in course: factor in promotion</td>
</tr>
</tbody>
</table>
Final project and/or performances

Visual & Performing Arts; Ethics; Physical Fitness

Evaluates and monitors student mastery of visual and performing arts standards using standards-based rubrics for each grade; evaluates student mastery of ethics components; evaluates student physical fitness.

At least once per trimester

Summative/Comprehensive assessments will be used at the conclusion of each trimester (i.e. three times each year). These assessments will be produced during Summer PD days by the Principal, through collaboration with other school leaders and use of examples from other schools, and with the support of instructional staff over time, in a format consistent with state testing, to ensure that students are mastering content throughout the course of the year. Norm-referenced assessments, such as MAP, will be used to gauge student achievement in comparison to national peer groups. Use of these assessments is outlined in the table below.

**Summative/Comprehensive Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Trimester</th>
<th>Timeline (2015-2016)</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP (administered each trimester)</td>
<td>Trimester One</td>
<td>September</td>
<td>To evaluate student academic performance and measure progress</td>
</tr>
<tr>
<td>CELDT</td>
<td></td>
<td>September and October</td>
<td>To identify English Proficiency for English Learners</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td></td>
<td>October 20</td>
<td>Teacher-created formative assessments of student academic performance in core content areas. All assessments are based on Common Core and CA Standards</td>
</tr>
<tr>
<td>Trimester 1</td>
<td></td>
<td>November 21</td>
<td>School-leader created</td>
</tr>
</tbody>
</table>

Formative and Summative Assessments –Sample Schedule
## Formative and Summative Assessments – Sample Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Trimester</th>
<th>Timeline (2015-2016)</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td></td>
<td></td>
<td>comprehensive assessment to monitor performance and growth</td>
</tr>
<tr>
<td>MAP (administered each trimester)</td>
<td>Trimester two</td>
<td>January</td>
<td>To evaluate student academic performance and measure progress</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td></td>
<td>January 30</td>
<td>Teacher-created formative assessments of student academic performance core content areas. All assessments are based on Common Core and CA Standards</td>
</tr>
<tr>
<td>Trimester 2 Comprehensive Exam</td>
<td></td>
<td>March 13</td>
<td>School-leader created comprehensive assessment to monitor performance and growth</td>
</tr>
<tr>
<td>MAP (administered each trimester)</td>
<td>Trimester Three</td>
<td>June</td>
<td>To evaluate student academic performance and measure progress</td>
</tr>
<tr>
<td>Midterm Exam 3</td>
<td></td>
<td>April 9</td>
<td>Teacher-created formative assessments of student academic performance in core content areas. All assessments are based on Common Core and CA Standards</td>
</tr>
<tr>
<td>Trimester 3 Comprehensive Exam</td>
<td></td>
<td>May 21</td>
<td>School-leader created comprehensive assessment to monitor performance and growth</td>
</tr>
<tr>
<td>SBAC exam</td>
<td></td>
<td>May</td>
<td>Federal and State accountability</td>
</tr>
</tbody>
</table>
VCMS will assign homework to students on a nightly basis. The homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students’ responsibility, time management, and independent problem solving skills. The development of these skills is essential to a student’s success at VCMS and to excelling in high school, college and life.

Each night, students are expected to complete all homework in a thorough manner paying attention to detail and quality. Parents/guardians must be aware and supportive of their child’s efforts with homework. Parents/guardians are expected to actively check and review their child’s homework each night and to let teachers know if their child is struggling.

In chart or table format, for all other measurable goals, including goals for any innovative components in the program, name 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. If included in the State Priorities table in Element 1, such goals do not need to be repeated here but rather can be incorporated here by reference to the table.

VCMS’s goals for students are: students have readily access to technology in the classroom by providing every student a ChromeBook during instruction, prepare students for the SBAC via assessments on line (AR, ALEKS, Digits), give stakeholders surveys online, students have access to PowerSchool, and students learn technology curriculum on a daily basis.

In regards to discipline interventions, VCMS focuses on re-directing student behavior via counseling, mentoring, parent involvement, student contracts, when deemed necessary a 504 plan or an SST. VCMS will continue to place emphasis on continuing our zero suspensions from last year. This will include a series of targeted behavior (either mentioned above or as needed by individual students) to ensure that our students remain in the classroom learning necessary material to succeed.

With a curricular focus, VCMS teachers have each created their Course at a Glance and Curriculum Maps. These documents are comprehensive and are aligned with the Common Core State Standards, the Next Generation Science Standards, English Language Development Standards and Content State Standards.
standards where applicable. In order to verify that students are learning new concepts, VCMS will focus on assessing students every three weeks and give a Quarterly Assessment at the end of each 9-week period. Results of these assessments will be reviewed by faculty and administration in order to determine what the next steps may be or if there are significant students struggling to determine what other types of support can be given to the students so that they may learn the new material. Students will be graded based on standards-based grading. All students will be assessed every three weeks in every period and will also be assessed at the end of every three-week cycle as well as a Quarterly Assessment which will be given after 9 weeks of instruction.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

As stated in Element 1, in reviewing school-wide data, one of the areas to focus on was mathematics. For this reason, last year the school piloted the ALEKS program in order to determine its success with students. Based on the results, the Grade Level Facilitators and Administration decided to embark on implementing the ALEKS program school-wide with all students learning from the program for a minimum of 35 minutes in the Advisory period. Enrichment will also be included in the Advisory period in order to support students in different areas. School-wide, all students are currently participating in the program. In discussions with grade level and departments, there was a need for aligning the curriculum. Thus, both the teachers and administrators worked over the summer to identify a yearly plan that would include the standards, essential questions, curriculum to be used, alignment to the Common Core, assessment dates and specific dates for teaching these standards. School-wide, every department and grade level now has a Course at Glance which describes the overall learning that is to take place throughout the year, including specific dates for assessments. Additionally, every department and grade level has created a Curriculum Map which specifically states which standards are to be covered, assessments and essential questions that students must learn. Both the Grade Level Facilitators and the administration agreed that in order to determine how students were learning, assessments were critical throughout the year. Students will be assessed once every 3 weeks and a Quarterly test (after 9 weeks of instruction) will also be given. Teacher and administration will help create the assessments every three weeks and administration will be in charge of the creation of the Quarterly Assessments. Results will be analyzed to determine action steps to follow. Electives are also now aligned to a core subject. All electives also include a Course at a Glance as well as a Curriculum Map. In noticing that last year the 6th graders struggled in mathematics, an intensive supplemental mathematics skills course is offered for students who are struggling the most. The District Validation Review also demonstrated that last year we had a 100% IEP completion rate. In an effort to ensure that teachers and administrators are monitoring students throughout the school, every student has developed a Personalized Learning Plan. In order to support all students while at Vista this plan is monitored by teachers and administrators. In this plan, teachers communicate closely with the students so that teachers can determine whether students are in need of support. Students self-reflect on their goals, their learning and analyze their contribution towards their grade. The PLP is comprehensive and it gives the opportunities for students to analyze their own learning; where students are interacting with their own content, reviewing their data and making decisions on how to improve their daily habits.

**Data Analysis and Reporting**

VCMS adopted OARS to support the analysis of our program. OARS is a technology-based program
that allows users to set up assessments that correlate and align to any type of instruction which follow the grade level common core standards. OARS allows teachers the opportunity to develop their own assessments (every three weeks), to follow their Curriculum Map timeline. Additionally, OARS produces tabulated results that can be analyzed to determine next steps. OARS is current tool that allows teachers and administration to create assessments. Our math department also utilizes a web-based program called DIGITS. Students are able to interact with the program and receive additional support via videos, or explanations, whenever they need further support. Online lessons for homework, supplemental support and classroom lessons permit students to interact with teaching and learning. Also, through Advisory, teachers will be able to do data talks with students. Data Talks are a way of communicating to students the results of their assessments and for students to become analytical about their assessments, collaboration twice a month for grade level and twice a month for departments. Our Grade Level Facilitators also meet bimonthly to ensure that we continue to assess and monitor our goals as a school.

4. Outline the school’s plan for collecting, analyzing, using, and reporting academic performance and other data. Address:
   - The type(s) of data the school will use
   - The role and use of data to inform curriculum and instruction
   - The role and use of data to monitor and improve the charter school’s educational program and operations
   - The role and use of data to inform stakeholders of school performance

The VCMS Board of Directors will approve a school accountability plan that sets goals and measures for student achievement annually. The school accountability plan will measure the extent to which students demonstrate that they have obtained the skills, knowledge, and habits specified in this charter petition. The Academic Accountability Committee will be comprised of a sub-group of Board members appointed by the Board, and holds the Principal accountable for student achievement and will work closely with the Principal to ensure that students are making progress toward all goals. The Academic Accountability Committee will report on matters of student achievement to the Board through an Academic Achievement Dashboard, which will include all of the following information:

- Student enrollment data
- Parent engagement data
- Student recruitment data, by month
- Student enrollment and attendance, by month
- Staff attrition and vacancies, by month
- Student attrition, by month
- State assessment scores
- Nationally normed assessment scores
- Interim assessment scores
- Student grade data, by quarter
- Homework completion data, by month
- Tutoring participation data, by month
- Suspension and expulsion data, by month
The Academic Achievement Dashboard is reviewed during monthly board meetings and published for Board members within the monthly board packet. Board meetings, the Academic Accountability Report, and other Board documents will be prepared and conducted in full compliance with the Brown Act.

Curricula, materials, and instructional strategies will be identified and selected by VCMS’s Principal. Members of the Academic Accountability Committee, teachers, parents, students, and other school staff may consult with and provide advice and suggestions to the Principal regarding curriculum and instruction. This process will consider prior student achievement results, Common Core and California State Standards, research-based best-practices, and leading insights into implementation of CCSS and California State Content Standards.

Student outcome goals may be modified annually based on adjustments to State and/or Federal accountability goals. Such changes in student outcome measures must be approved by the VCMS Board of Directors.

Grading, Progress Reporting, and Promotion/Retention

5. Describe the school’s grading and progress reporting systems. Address:
   - Grading policy
   - Type and frequency of progress reporting
   - Promotion/retention policy and procedures

Grading Policy

Students will receive letter grades for each completed class. The letter grades represent a performance descriptor (like outstanding, good, etc.) and are assigned to the quality of work a student completes. Grades of 64 or below are marked as a course Failure and indicate that a class has not been completed for credit.

The following grades describe a percentage of successful work from each student:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
<th>Numerical Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>D</td>
<td>Warning</td>
<td>1.0</td>
</tr>
<tr>
<td>0-64</td>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Progress Reporting
VCMS will provide comprehensive Progress Reporting to families at the conclusion of each trimester, whereupon they are given a grade which reflects the quality of their work from the preceding trimester. During the last week of each trimester, students will take comprehensive exams. These exams will be designed by teachers in collaboration with the Principal and will directly evaluate students’ mastery of the curriculum.

Students receive a report card for each trimester, which includes a summary of their academic work. Report cards are provided to parents/guardians at the parent conference night, to be held within ten days following the conclusion of trimester one and two. Parent/Guardian attendance at the Parent Conference nights is encouraged in order to receive the report card for each of the first two trimesters. VCMS sends report cards home to parent/guardians who cannot attend.

The trimester three report card will be mailed the week following the last day of school, unless a student is in summer school.

Progress reports will be issued to all students three times each trimester. Students bring progress reports home, and they must be reviewed with parents/guardians, signed to indicate they have been discussed, and returned to school. Advisory teachers will contact student’s family when the report card is not returned.

**Promotion and Retention Policy and Procedures**

We believe that students should only be promoted when they have demonstrated mastery of academic standards. VCMS is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of VCMS’s academic program is its promotion policy.
Element 4 – Governance

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

General Provisions

As an independent charter school, Vista Charter Middle School (VCMS), 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 VCMS.

VCMS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of VCMS, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

VCMS 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, VCMS shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

VCMS 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. VCMS 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 the school website will satisfy this requirement.

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

Title IX, Section 504, and Uniform Complaint Procedures

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

VCMS 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.

VCMS 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 VCMS, that VCMS 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.

VCMS shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

VCMS shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**LEGAL AND POLICY COMPLIANCE**

VCMS shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

VCMS 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 Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to VCMS’S operations, or breach of charter, is received or discovered by the District, VCMS shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

VCMS shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside 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 VCMS. Unless prohibited by law, VCMS shall notify the CSD in writing of any internal investigations within one week of commencing investigation.
STUDENT RECORDS

When a student transfers for any reason from VCMS to any other school, VCMS shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event VCMS closes, VCMS shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
1. **Governance Structure**
The organizational chart below depicts Vista Charter Public Schools’ leadership structure. The organizational chart shows the relationship between the governing board, the leadership and staff of the school.

Vista Charter Public Schools (VCPS) Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted to, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern VCMS in a manner that enables the school to achieve its mission as stated in its charter. The
Board’s role is one of oversight of the school’s management, specifically, oversight and management of the Executive Director who has oversight of the Principal.

The officers of the VCPS Board will be a president, a secretary, and a treasurer. The officers will be elected by the Board of Directors. The secretary nor the treasurer may serve concurrently as the president.

The VCPS Board responsibilities are:

1. **Oversight of the Charter School:** The VCPS Board is ultimately responsible for monitoring Charter School performance, including its compliance with its charter and other governing documents. The VCPS Board is accountable to the LAUSD for the achievement of the school’s goals set out in the school’s petition. The VCPS Board is responsible for monitoring the Charter School’s adherence to the school’s mission and vision.

2. **Budget and financial resources:** Charter School principal prepares an annual budget for consideration by the VCPS Board. The VCPS Board approves the budget and reviews the school’s financial performance and position at each meeting. The VCPS Board is responsible for financially managing the Charter School, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law.

3. **Annual financial audit:** The VCPS Board hires the Charter School’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

4. **Appeals by parents:** The VCPS Board hears appeals by parents on matters of student discipline, including student suspension and expulsions.

5. **Ensure legal and ethical integrity:** The Board of Directors ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

6. **Fundraising:** The Board of Directors assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

7. **Strategic planning:** The VCPS Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.

8. **Selecting, evaluating, and holding school leaders accountable.** The Board of Directors is responsible for selecting and dismissing the Executive Director of the Charter School. The Executive Director, oversees the principal, the instructional administrator and overall Charter School operations and instructional program.

**School Policies:** The Board or Directors is responsible for establishing and delegating the implementation of the following Charter School policies:

1. Admissions
2. Employment and personnel matters
3. Student discipline
4. Special education

**Executive Director**

The Executive Director will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for VCMS and other future charter schools. The Executive Director will oversee and evaluate the school Principal and the academic administrator in all aspects of the operation of the school, the implementation of the instructional program, and student achievement goals. Overseeing all aspects of the organization, from administration to fundraising, the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

**Principal**

The Principal will have primary responsibility for the implementation and management of all aspects of the school performance and operations for VCMS. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents and faculty members. The principal will have oversight of the academic administrator in the implementation of the instructional program and the academic goals of the school.

**Academic Administrator**

The academic administrator wholeheartedly believes in and is passionate about the mission and commitments of VCMS and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and instructional responsibilities. The academic administrator is responsible to collaborate with the principal and the teachers in order to ensure the successful implementation and execution of the instructional program with rigor.

The Academic Administrator will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations. The Academic Administrator will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings. The Academic Administrator will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling. The Academic Administrator will collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement. The Academic Administrator will provide individual student support by designing and evaluating student intervention plans, attending IEP’s and designing a process for measuring and monitoring individual student growth.
2. **Governing Board Composition and Member Selection**

The Vista Charter Public Schools Board consists of 5-9 board members. The Board is made up of community members who first and foremost actively support and promote Vista Charter Public Schools and its charter schools, and are dedicated to its educational outcomes. Each board member is elected for a two-year term, however there are no term limits for board members. These areas of expertise support the decision making that the Board must engage in. Some examples include, but are not limited to:

- Annual budget development of the corporation
- Non-budgeted expenditures of the corporation over $5,000
- Appointment and removal directors with or without cause pursuant to Section 5222 of the California Corporations Code
- Approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation
- Approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist
- Approval of borrowing of funds from any banking institution
- Compliance checklists
- Compliance with LCFF and LCAP plan
- Implementation of the Common Core standards
- EL plan implementation
- Student achievement data review
- Promote positive school culture

*Current Board members are:*

Jose Rubio, Board President  
Dr. Jack Bagwell, Board Treasurer  
Dr. Albert Hasty Arnold, Board Secretary  
Dr. Todd Clark, Board Member  
Don Wilson, Board Member

3. **Governance Board Member Selection**

Board members shall be selected at an annual meeting of the Board by the Board of Directors holding office as of the date of such a meeting. Board members shall hold office for a term of two (2) years, or until a successor has been selected and qualified, unless the board member has been removed from office. Additional information on the Governance Board Selection is found in our By Laws. The qualifications for board members are generally the ability to attend Board meetings, a willingness to actively support and promote Vista Charter Public Schools, and a dedication to its educational goals. VCPS Board members must also bring a desired strength to the board which the Board of Directors may identify.
4. **Governance Procedures and Operations**

VCPS Board meeting shall be held at the Charter School to ensure community, stakeholder and parent participation and attendance at the meetings. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. The VCPS board will set and finalize board meetings for the entire year at the first board meeting of the year. The annual board meeting dates will be posted on the Charter School’s website as well as in the school’s main office. The VCPS board meets on the last Monday of each month. As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Executive Director and Board President, generally one week prior to the scheduled board meeting
2. The agenda includes the location address for the meeting open to the public, request for any special accommodations, if teleconference will take place, a phone # is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person). A copy of the agenda will be posted at the location where the board member will make the teleconference call from.
3. The agenda is posted at least 72 hours prior to the board meeting at the Charter School site (in locations where it is visible to parents, visitors, students, and staff).
4. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members, all vista employees and to LAUSD’s CSD coordinator assigned to VCMS with the agenda attached.
5. The specific procedure for calling a Special Board meeting is outlined in VCPS Bylaws and is in compliance with the Brown Act.

5. **Governing Board Decision Making Process**

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), should there be less than a majority of the VCPS Board of directors present at any meeting, the meeting shall be adjourned. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.) Board members may take action by voting yes, no, or abstain from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

6. **Stakeholder Involvement**

VCMS believes that parent involvement translates into increased student achievement. VCMS encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice is essential and is ensured in the following ways:
School-parent meetings are held regularly while the Charter School is in session and more frequently as necessary in order to facilitate the communication process between parents and the governing board. We have monthly standing Coffee With The Principal meetings and at times will hold additional meeting if necessary. Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed or as requested by parents.

Parents are encouraged to serve on the School Site Council through announcements at the Coffee with the Principal, notices send home with students and posts on the Charter School’s web page. Parents are consulted and advised regarding the school’s educational programs and student progress through meetings and informational bulletins on an ongoing basis.

Parents are encouraged to be engaged in school related activities that will enhance the educational development of their children. Such engagement is not required for enrollment or continued enrollment but is highly encouraged. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, clerical support, and supervision of student field trips, supporting and organizing parent meetings. Parents determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time.

The Charter School will provide parent workshops and education classes, in English and Spanish language. Workshops may include the following:

- English as a Second Language
- Monitoring The Use of the Internet by your Child
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child’s Educational Future (High School and College) The content of these workshops are designed to assist parents in the educational development of their children. We believe that these workshops will help parents feel connected to the school community. The staff and school site administrator will maintain open lines of communication at all times with all parents.

Annually, a parent satisfaction survey is sent home and collected to obtain a sense of parent and student satisfaction. The results of this survey are shared with the entire staff of the school, the School Site Council, The Board of Directors, and it is also shared at the Coffee with the Principal meeting.

**School Site Council**

The School Site Council (SSC) consists of parents, local business representatives (community members), teachers and school site administrators. VCMS’s SSC will participate in developing recommendations for school site decisions that positively impact students (i.e.: LCAP) and share in efforts to engage the support of the community. The council will make recommendations about issues related to the Charter School and participate in reviewing parental and community concerns. The
Charter School principal will be responsible for submitting the minutes of each School Site Council meeting to the VCPS Board. All SSC members, along with all employees and community members, are encouraged to attend and voice their desires and opinions at the Charter School’s governing board meetings.

School Site Council teacher representatives are elected by the teaching staff on an annual basis. The classified representative and the parent representatives are elected on an annual basis by their respective groups. The School Site Council has three teacher representatives, one classified representative and five parent representatives.

School Site Council meetings are scheduled in advance for the entire year and will be held on the first Wednesday of each month. All meeting notes are shared with staff and stakeholders and are open to the public.

**Technology Committee**

VCMS views technology use as a tool to enhance learning and support the educational process. To be an educated person of the 21st century, VCMS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. The most critical consideration is the Digital Divide, in which being technology literate is an especially important element in our students’ futures because of their socio-economic status and access to information. Our students must be able to work with technology fluidly and not as a separate subject.

Students will utilize a variety of technology tools to access, manipulate, exchange, create information, and to demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, etc. will be integrated into curriculum. Students will be required to utilize technology as an outcome in their coursework.

The technology committee is tasked to insure the success of the above stated goals by:

- Ensure proper professional development is provided for the staff
- Ensure all appropriate technology hardware is accessible to students
- Ensure the technology infrastructure is up to date for connectivity purposes
- Update the school’s Technology Plan
- E-Rate

**The Technology Committee has three members (teachers) who are elected by the teaching staff.**

**Grade Level Facilitator Committee:**

Grade level Facilitators are elected by each grade level team. There are two teacher representatives per grade level.

Responsibilities of the GLF include but are not limited to the following:
- Monitor & evaluate the instructional program
- Review student achievement data
- Ensure implementation of Common Core Standards
- Review and update the schoolwide discipline plan
- Set Professional Development Calendar based on needs
- Promote positive school culture
- Awards assemblies
- Coordinate field trips
Element 5– Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

We are a group of professional educators committed to providing a quality educational experience for all children. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

We are committed to life-long learning and continuous development, not only for our students but also for every member of our learning community.

1. **Employee Positions and Qualifications**

The following is a list of employment positions at VCMS.
- Executive Director
- Principal
- Academic Administrator
- Classroom Teachers
- Physical Education Teacher
- Special Education Teachers
- Teaching Assistant
- Office Manager
- Office Assistant
- Student Supervisor

**Staff Member Selection**

VCMS shall select its own staff.

**Executive Director Job Description**

The Executive Director’s primary responsibility is the strategic development, implementation, and management of all aspects of school performance and operations including the Principal of the Charter School. The Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members, and our community partners (i.e. Breese, Children Institute Incorporated).

**Responsibilities**

*Leadership and Human Resources*

- Recruit, hire, prepare and support high quality school leaders
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well informed decisions.
- Student Recruitment
- Evaluation of the on-site administrator (Principal)

*External Responsibilities*

- Budget Development and School Finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (District, Personnel, Special Education, Insurance, etc..)
- Facilities Maintenance
- Charter Advocacy & Policy Legislation
- COPs liaison
- PR-Media
- Payroll Oversight
- Work with local media to create a strong, positive local presence

*Strategic Planning*

- WASC Accreditation support
- Develop and sustain partnerships with community organizations (Breese, CII, etc.)
- Develop strong partnerships to ensure sustainability
• Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
• Develop and manage school programs, procedures, and policies in alignment with organizational mission
• Build and manage a growing team of staff and school leadership

**Qualifications**

• 5 years of experience as a senior leader in a charter school or in an educational organization
• Experience in guiding school processes and procedures
• Experience in creating and delivering compelling presentations to diverse group of stakeholders.
• Experience in leading an organization through strategic planning
• Entrepreneurial, positive problem solving ability, to see opportunity in challenges
• Clear judgment, a mature interpersonal style and the ability to drive collaborative decision making process

2. **Principal Job Description**

The principal is passionate about the mission and commitments of VCMS and exhibits this through his/her development, leadership, and execution of school culture, staff development, student rigor, and operational responsibilities.

**Staff Leadership & Development**

• The principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise, performance and rigor of lesson implementation.

• The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly professional development/staff meetings.

**Academic Rigor**

• The principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.

• The principal will collaborate with the Curriculum Administrator and VCMS’s Grade Level Facilitators (GLF) to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

• The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP’s and designing a process for measuring and monitoring individual student growth.
**School Culture**

- The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.

- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.

- The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, UCLA’s “I’m going to College,” fundraisers, etc.

**Qualifications**

- 5 years teaching experience with a history of improving urban schools by increasing student achievement
- Must have a current California credential. Master’s degree & an Administrative credential
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

**Academic Administrator Job Description**

- The academic administrator wholeheartedly believes in and is passionate about the mission and commitments of VCMS and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and operational responsibilities. The academic administrator is responsible to collaborate with the principal and the teachers in order to ensure the successful implementation and execution of the instructional program with rigor.

**Staff Leadership & Development**

- The Academic Administrator will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.

- The Academic Administrator will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
**Academics and Rigor**

- The Academic Administrator will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.

- The Academic Administrator will collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.

- The Academic Administrator will provide individual student support by designing and evaluating student intervention plans, attending IEP’s and designing a process for measuring and monitoring individual student growth.

**School Culture**

- The Academic Administrator will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.

- The Academic Administrator will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.

- The Academic Administrator will plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

**Qualifications**

- 5 years teaching experience with a history of improving urban schools, increase student achievement and a passion for education reform.
- Must have a current California credential. Master’s degree & an Administrative credential
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

**Classroom Teachers**

- Fosters a safe and nurturing learning environment
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Builds strong relationships with students and parents
• Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
• Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
• Collaborates with the Resource Specialist to meet the needs of all students
• Attends and implements professional development training throughout and beyond the school year
• Demonstrates support and knowledge of school's goals and mission
• Attends and participates in school-based meetings and activities

Qualifications
• Bachelor's degree from an accredited college or university
• Master’s degree in subject matter field or Education is strongly preferred
• Must possess a current California teaching credential
• Meet all NCLB requirements

Skills
• Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
• Ability to analyze qualitative and quantitative student data
• Ability to communicate effectively (verbal and written)
• Must be computer literate

Physical Education Teacher
• Fosters a safe and nurturing learning environment
• Continuously builds professional knowledge
• Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
• Establishes an environment where students are excited about learning
• Develops lesson plans according to the CA CCSS and CA State Content Standards
• Builds strong relationships with students and parents
• Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
• Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
• Conducts both student and teacher lead parent conferences
• Collaborates with the Resource Specialist to meet the needs of all students
• Attends and implements professional development training throughout and beyond the school year
• Demonstrates support and knowledge of Charter School's goals and mission
• Attends and participates in Charter School-based meetings and activities
Qualifications

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education is strongly preferred
- Possess a current California teaching credential
- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Must be computer literate

Special Education Teacher

- Instructs and services pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Provides information and assistance to students with disabilities and their parents
- Provides resource information regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource program.
- Monitor pupil progress
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies
- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborates with the teachers to meet the needs of all students
- Attends and implements professional development training throughout the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

Qualifications

- Bachelor's degree
- Master's degree is preferred
- Candidate must possess a current California credential in Special Education
- Solid knowledge of State and Federal guidelines for Special Education
- Bilingual in Spanish preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
Office Manager

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Coordinate substitute teacher coverage by first communicating with teachers
- Supervise and delegate duties to Office Assistants.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for maintaining Credit Card Logs of purchases, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with Principal and teachers regarding any project or special requests.
- In charge of parent correspondence and mailings.
- Responsible for the maintenance, storage, and security of all student files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.

Qualifications

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Assistants

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Phones: using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.
Qualifications

- Possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

Supervision Employees

- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces Charter School rules and expectations; these focusing on lunch supervision, lunch line procedures and the schoolwide behavior plan (8 Keys of Excellence) in Charter School buildings and on Charter School property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
- Works with the school staff (Principal) in alleviating behavioral problems occurring during supervision periods.
- Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
- Check restrooms in the morning, during breaks, lunch, and after school.
- Constant movement throughout the Charter School, i.e. eating area, bathroom area, playground.

Qualifications

- Good school role model (professional, responsible, flexible, etc.)
- Maintain poise, exercise tact and good judgment
- Encourage students in games and activities
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow schoolwide discipline policies and the 8 Keys of Excellence
- Work indoor and outdoors.
- Understand and follow oral and written directions

Paraprofessionals

- Fosters a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Demonstrates support and knowledge of school's goals and mission
• Attends and participates in school-based meetings and activities

Qualifications

• Meet the requirements of the NCLB

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.
Element 6– Health and Safety

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and blood borne pathogens awareness, 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school-site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.
Charter School shall provide for the immunization and health screening of its students, including but
not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if
the students were attending a non-charter public school. Charter School shall
maintain immunization records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed.
Code section 234 et seq.

1. Vista Charter Middle School’s custodian of Records per California Department of Justice
for employee clearances is the Executive Director.

2. Health and wellness of Students

Improving student nutrition is one of the primary goals of VCMS. VCMS aims to achieve this
through USDA’s core child nutrition programs: 1) The National School Lunch Program, 2) The
School Breakfast Program, and 3) The Summer Food Service Program.

These programs will allow VCMS to offer healthier snack foods for the students, while eliminating
junk food served to students. Although VCMS will contract out its food service program, all meals
for students will be prepared in a manner which meets the USDA’s guidelines of the Healthy,
Hunger-Free Kids Act of 2010. Student meals will have reduced fat, saturated fat, sugar, and
sodium, while promoting products that have whole grains, low fat dairy, fruits, vegetables or protein
foods as their main ingredients.
Element 7 – Racial and Ethical Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. VCMS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary 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. Instead, the District now receives 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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
● Develop jointly with, and distribute to, parents of participating children, a school-parent compact

● Hold an annual Title I meeting for parents of participating Title I students

● Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

● Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

● Complete and submit Local Education Agency (LEA) Plan to CDE

● Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

● Maintain inventory of equipment purchased with categorical funds, where applicable

● Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

● Participate in any applicable federal program monitoring conducted by the California Department of Education

● Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

Vista Charter’s Outreach efforts

In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children; as a result it is our responsibility to make families aware of the educational options for their children. VCMS is committed to serving all students. We therefore will recruit via Edjoin, University job fairs, CCSA’s job fairs to achieve an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school by flyers and phone conversations with local community-based organizations. All community recruitment outreach will be conducted throughout the year on an on-going basis. Recruitment at the local elementary schools will be coordinated with the local elementary schools to be conducted during their middle school matriculation parent meetings. These meetings are generally held in the Spring but is determined by those schools.
VCMS will notify parents and students in the community through the following methods:

- Provide information handouts to businesses frequented by local community members. The flyers will include open enrollment period and lottery information (location, date, time).

- Letters will be sent to existing VCMS families. The letter will include enrollment period and lottery information (location, date, time).

- Community outreach efforts including communication with local public libraries, park and recreation centers, local community based organizations (i.e. Breese, CII, etc.), and churches.

- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).

- VCMS will participate in presentations at local elementary schools. The last 5 years, VCMS has been invited to present at elementary schools in the 2-mile radius. At the presentations, flyers will be provided which will include open enrollment period and lottery information (location, date, time).

- VCMS’s web site will contain current information about the Charter School. The website will include enrollment period and lottery information (location, date, time).

- All outreach will be done in both English and Spanish

**VCMS’s Racial and Ethnic Balance**

Since VCMS makes an effort to reach a large number of groups representing diverse populations that exist in the Old Pilipino Town area, we believe the result will be a racial and ethnic balance that is reflective of the district/area we serve. VCMS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. The Charter School will also keep on file, documentation of the efforts the Charter School has made to achieve racial and ethnic balance.

In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. We therefore recruit an ethnically and academically diverse population from the area immediately surrounding the school. All community recruitment outreach will be conducted throughout the year on an on-going basis.

- Coffee with the Principal
  - Parents are informed of enrollment needs by grade level and we ask them to reach out to community members who may be interested in enrolling their child at VCMS

- Community Organizations often refer students to VCMS
  - Breese
  - Children Institute, Inc.
In the spring, our recruitment focused on presentations in our local elementary schools (i.e. Rosemont Elementary), which are conducted during the middle school matriculation parent meetings. During these presentations, we cover:

- Vision and Mission of the School
- Our educational program for …
  - English Language Learners
  - Special Education
  - GATE
- Personal Learning Plans
- IEP Passports

Vista Charter Middle School notifies parents and students in the community through the following methods:

- VCMS provide information handouts to businesses frequented by local community members. The flyers include enrollment period and lottery information (location, date, time).
- Letters are sent to existing VCMS families. The letters include enrollment period and lottery information (location, date, time).
- Community outreach efforts include communication with local public libraries, park and recreation centers, community based organizations, and churches.
- Flyers in Spanish and English announcing the enrollment period are distributed to the local elementary schools. The flyers include enrollment period and lottery information (location, date, time).
- VCMS’s web site contains current information about the school. The website will include enrollment period and lottery information (location, date, time).
- All outreach is done in both English and Spanish
Element 8 – Admissions

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 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.

1. Admission Requirements

VCMS will admit all pupils who wish to attend the Charter School as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There will be no specific admissions requirements for the school. Parents and students admitted to the Charter School are requested to attend an orientation session to review Charter School policies, but their attendance or lack of attendance will not impact their student’s admission. During orientation, the Principal shares with families schoolwide policies (uniform, homework, technology, etc.)

2. Student Recruitment

VCMS, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, will do the following:

- Students will be recruited from the Old Pilipino Town area (where the school is located) where the public schools are characterized by low achievement and a predominantly Title 1 population.
Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools with the consent of that school’s administration. The flyers will include enrollment period and lottery information (location, date, time).

VCMS will participate in presentations to local elementary schools with the approval of the local school administration. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).

There will be no special qualifications required for admission to VCMS and all students will be encouraged to apply.

3. **Lottery Exemptions and Preferences**

**Exemptions**
The following type of students are exempt from VCMS lottery process:
- Siblings of students who are enrolled in VCMS
- Students who are currently enrolled at VCMS as they are guaranteed enrollment in the following school year.

**Preferences**
The following type of students have preference to enroll at VCMS:
- Students who reside in the Los Angeles Unified School District.
- Children of current employees of VCMS, not to exceed 10% of the school population.

4. **Implementation of a Public Random Drawing**

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the Charter School through a public random drawing. Siblings of children whose names are drawn will automatically be given the next enrollment slot at their grade level, in order to help keep families together.

Following the open enrollment period each year, applications will be counted to determine if any grade level has received more applications than spaces are available. In the event that this happens, the Charter School will hold a public random drawing, which will be advertised through the enrollment request (copy given to parents upon completion) as well as the lottery date included on all flyers. This lottery will determine enrollment for the impacted grade level(s).

The random public drawing shall be conducted as follows:

1. 6th grade lottery will be conducted first, following the preferences listed above.
2. In grades 7 and 8, if space is available, these spaces will be filled through the lottery following the preferences listed above.

Letters of Intent Form for each grade level are kept separate. If the number of space requests in each grade level does not exceed the grade’s capacity, all students applying for admission in that grade will be admitted. When a grade level request exceeds the grade’s remaining available seats, then the
lottery’s random drawing process will be used until capacity is reached. For example, a student whose space request is drawn but space is not available will be listed by the number drawn on the waiting list and shall be considered an eligible student for enrollment. The parents will be notified through a phone call and letter from the school office. Once parents are notified, they will have two days to decide if they want to enroll or withdraw from the school. Parents who decide to enroll their child at VCMS will receive the enrollment packet which consists (Enrollment forms, Student Technology Use policy, income survey, Federal poverty guidelines, Student Information Release form, Migrant Ed. Program Family questionnaire, etc.)

After all grade levels have reached capacity, a wait list will be established based on the order of the space requests picked during the lottery. This list will be kept in the main office and will be available for the public to view in the presence of the Principal and/or Executive Director in order to ensure that all privacy rights are followed—the list will include the students first name initial, student’s last name and parent/guardian’s first and last name, as well as, the number they receive in public lottery.

Parents and students will be informed of the rules of the public random drawing at the time they fill out an “enroll request/lottery form” for admission into the school. Rules of the public random drawing will be printed on the space request and those completing a space request will receive a copy of their completed form. The rules are also available for all staff and other interested parties by request and on the school’s web site.

The lottery will be performed by one of the administrators and two other school staff members consisting of office personnel.

The enrollment period will be advertised in the Old Pilipino Town area during the months of December and January utilizing the methods listed above. The enrollment period will take place from January 26th through February 27th during which time letters of intent will be made available at VCMS. The lottery will take place, as needed, First Friday in March beginning at 3:30 pm and will be held in the Vista Charter Middle School’s 8th grade commons (assembly area in the second floor).

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment request/lottery form picked during the lottery. Within one week of the lottery, parents will be notified by VCMS’s office of their status on the wait list via phone and a mailed letter. When students are moved from the wait list to the eligible enrollment list based on grade level capacity, parents will be notified by telephone or mail by the office manager.

Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.

Any enrollment forms received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:
1. The student is accepted into the charter school as space becomes available and enrolls in the charter school.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the current school year.

When a space becomes available in a grade level, the space will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. VCMS’s office manager or office clerk will notify applicant of interest via phone and/or email.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failed attempts to contact a wait-listed parent due to expired contact information.

Once notified of an available space, a parent/guardian will have the following options:

1. Accept the available space within 2 business days of the offer via phone or email. This response is given to the Office Manager or Office clerk.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the Charter School does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available space and remove the student from the wait-list.

If the space is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form by the Office Manager or Office Clerk. The parent/guardian has seven (7) more days to return a completed enrollment packet and schedule a parent orientation or the space will be forfeited.

If the space is not accepted or the space is forfeited, the space will be offered to the next name on the list and the above procedure will continue until either the space is filled or the wait-list is exhausted.

In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.

VCMS will retain the following documentation of the lottery, admission, and enrollment process and procedures.

1. Agendas from information sessions.
2. Completed space request forms will be kept until the end of the school year.
3. The list of students chosen through the lottery will be kept until the end of the year.
4. Completed enrollment packets are filed in each individual students cumulative file.
5. Agendas from admission / orientation meetings will be kept until the end of the year.
6. Sign-in sheets from admission / orientation meetings will be kept until the end of the year.
Element 9 – Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

VCMS will retain the services of an independent auditor/CPA, from the list of State Controller’s list of approved auditors, who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The Executive Director, in collaboration with the Board of Directors will be responsible for contracting, working with and overseeing the independent financial audit which will be reported to the VCPS board.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, the Executive Director will send a copy of its annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LA County and the California Department of Education by December 15 of each year.

The Executive Director will review any audit exceptions or deficiencies as identified in the audit and report to VCPS Board of Directors with recommendations on how to resolve them at the next board meeting. During this meeting, VCPS Board will review and approve next steps. The next steps addressing audit deficiencies will be reported to LAUSD stating the findings and specific plan to
resolve the findings. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the LAUSD.

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at VCMS annually. VCPS Board will be responsible for approving the selection of the auditor each year.
Element 10 – Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, 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 Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.
**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.

At the time of enrollment and during the parent orientation meetings, parents and students are provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- While on school grounds.
- While going to or coming from school.
- During, or while going to or coming from, a school-sponsored activity.
- Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

**Discipline Foundation Policy**

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VCMS cultivates a positive school environment that is characterized by mutual respect. Students are introduced to the school’s expectations during the student orientation days and are also reviewed on the first day of school.

At VCMS we believe that high, clearly defined, and consistent expectations will support students’ self-confidence and that their efforts will lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and
standards (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). VCMS takes a proactive school-wide approach to behavior management. As a Character Counts school, Vista focuses on the Eight Key of Excellence (Integrity, Flexibility, Commitment, Ownership, This is it, Failure Leads to Success, Balance, Speak with Good Purpose). These pillars apply to most behavioral situations and are shared with students and families. The Eight Key of Excellence are proactively taught, and are consistently reinforced throughout the school.

VCMS’s discipline policy combined with the Eight Key of Excellence are practices aligned with the district’s Discipline Foundation Policy, requiring every school in the district to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, “all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.” All schools must align their discipline plans with the “Guiding Principles for the School Community” identified by LAUSD which require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

**Discipline Policies**

VCMS’s discipline policy is printed in the Charter School's student handbook. The discipline policy is communicated to all stakeholders through distribution of the student handbook, during the student orientation days as well as during enrollment. The parent/student handbook has been developed in a collaborative process between Charter School staff and parents.

**Notification of Policies**

The VCMS’s office manager shall insure that pupils and their parents/guardians are provided with the Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The Student/Parent Handbook will be provided again to all students every school year and shall also be available upon request in the main office of the Charter School.

VCMS is a Character Counts School. That means that everything we do will be centered on basic values called the Six Pillars of Character, which are:

*Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.*

Good character is a result of parents and teachers who lay a strong foundation of character development.

**What is character?**

- Moral character uses our ethical values (like the Six Pillars) in order to be our best self.
- Performance character focuses on values that enable us to do our best work (diligence, imagination, work ethic, dependability).
- Your character is defined by what you do, not by what you say or believe.
- Good character requires doing the right thing even when it’s costly or risky.
• You don’t have to take the worst behavior of others as a standard for yourself. You can choose to be better than that.
• The payoff for good character is that it makes you a better person and it makes the world a better place.

VCMS's School-wide Discipline Plan
“Do what is right, not what is easy.”

Philosophical Foundation
- The behavior vision is based on the 6 Pillars of Character. We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, Citizenship.
- The Tipping Point: “the moment when something small, or even obscure, changes into something big.” (Malcolm Gladwell)

Key Elements to a School-wide Program
To have a successful program, we must have:
- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System
- Character, College, Community
  - Students will build character that drives them to be college and career-bound and develop into effective citizens of their communities.

School-wide Proactive Interventions: Right Tickets
Right Tickets: Tickets rewarded for doing what is right. Students are going above and beyond to encompass the Eight Key of Excellence.
- Students will earn Right Tickets for the following positive behaviors:
  - Random acts of kindness
  - Random act of service
  - Following routines/instructions without adult prompts
  - Organized materials
  - Consistent homework
  - Outstanding or improved test scores
  - Proper use of courtesy
  - Self-monitored to improve behavior
  - Took initiative to improve academics
  - Positive attitude/positive role model to peers
  - Consistent participation in class
- Examples of positive praise that could earn a Right Ticket:
  - “I noticed...
    - that you did all of your homework this week.”
    - that your materials are organized.”
    - that you motivated your neighbor to participate in the group project.”
    - that you raised your hand more this week.”
Google Docs will be used to track positive behavior.
Students will earn 1 Right Ticket per random act or behavior.

**Right Ticket Reward System**
*calculated per year, rolls over at the semester
*On the LAST FRIDAY of every month, students can redeem tickets for rewards in the office during Advisory.

- **5 Right Tickets**: Positive phone call home, take away one Easy Ticket (see below for Easy Ticket definition), free school supply
- **10 Right Tickets**: Sweet treat, out of class first pass, first in lunch line pass
- **15 Right Tickets**: Free top pass
- **20 Right Tickets**: Free dress pass
- **25 Right Tickets**: Lunch with teacher
- **50 Right Tickets**: “50 Ticket Club”
  - (i.e. dinner with the Principal, movie tickets, iTunes gift card, bowling etc)

**Responsive School-wide Interventions: Easy Tickets**
The following intervention system will apply while on school premises, school bus (when students participate on a school sponsored activity) or any other school property, during school activities at or away from school, or off the school grounds if the situation is initiated at school. Students shall be given due process before a disciplinary action is taken. Any student conduct that would constitute criminal conduct under the California Education Code is also a violation of VCMS - Code of Conduct. The Easy Ticket system (VCMS schoolwide discipline plan) also applies to any form of student misconduct directed at any Vista Charter Middle School employee, at any place, at any time.

**Easy Tickets**: Tickets given for doing what is easy. Students are not following the Eight Key of Excellence and have committed a minor offense (listed in table below).
- Easy Tickets will be tracked on Google Docs.
- If a student receives a 4th Easy Ticket in one class period, they will be sent to the office with a Referral and office will contact parent.
<table>
<thead>
<tr>
<th>M = Materials</th>
<th>F = Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprepared, lacking necessary supplies/materials</td>
<td>Eating, drinking (not water), gum</td>
</tr>
<tr>
<td><strong>D = Disruption</strong></td>
<td><strong>L = Lacking respect</strong></td>
</tr>
<tr>
<td>Disruptive behavior (shouting)</td>
<td>Nonverbal Attitude</td>
</tr>
<tr>
<td>Calling Out</td>
<td>Teasing</td>
</tr>
<tr>
<td>Complaining</td>
<td>Poor word choice</td>
</tr>
<tr>
<td><strong>T = Tardy</strong></td>
<td><strong>U = Uniform</strong></td>
</tr>
<tr>
<td>After 3 tardies per class, student will receive an Easy Ticket</td>
<td>Correct shirt (office has loaner shirts free of charge)</td>
</tr>
<tr>
<td>Excessive tardiness will not lead to student suspension but could result in parent conferences (SART), then to SARB.</td>
<td>Hood/Hat on in class/at school</td>
</tr>
<tr>
<td></td>
<td>Correct pants (Black bottoms, Call parents)</td>
</tr>
<tr>
<td></td>
<td>Correct sweater (take from student)</td>
</tr>
<tr>
<td></td>
<td>Non compliance with the uniform policy will not lead to a suspension but a parent conference.</td>
</tr>
</tbody>
</table>

**Easy Ticket Intervention System (in class)**
- After an Easy Ticket is given, teacher must choose an intervention. **3 interventions** must occur before a student is sent to the office.

**Interventions**
- Verbal/written reprimand (Notifying student that an Easy Ticket was issued)
- Community beautification (classroom or yard)
- Time-out activity (sent outside room or to another teacher)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
  - Example: *You can either choose to be quiet and work with the class or work outside on your own.*

**Easy Ticket Consequence System**
*restarts every semester*
• 5 Easy Tickets: Nutrition Detention
• 10 Easy Tickets: Lunch Detention and Parent Phone Conference
• 15 Easy Tickets: Nutrition and Lunch Detention and Parent In-Person Conference
• 20 Easy Tickets: Nutrition and Lunch Detention and Individual Behavior Plan
• 25 Easy Tickets: In-school suspension. (Student is provided with classwork but does not attend class)
• 30 Easy Tickets: Administration and Teacher(s) will determine appropriate consequence.
  o These may include: not being able to attend field trips, dances, school events

**Major Offenses**

Student is immediately sent to the Principal’s Office with a Referral and Principal will contact parent and handle situation appropriately.

*Major Offenses include:*
  • Cheating
  • Stealing
  • Physical Force / Inappropriate Touching
  • Sexual References - language, pictures, gestures
  • Misuse / Destruction of property
  • Swearing directed towards an adult
  • Severe conflict with peer(s)
  • Harassment, Bullying, Use of racial or hate speech
  • Forging parent signature
  • Drug, Alcohol, or Tobacco Use
  • Weapons
  • 4th minor incident within one class period

**Major Offense School-wide Consequence System (in office)**
  • Detention during Nutrition/Lunch in the office
  • Individual Contracts - Behavior and Academic
  • Group Mentoring Session with Counselor - when conflict is with 3 or more students
  • Parent Shadow
  • Parent Phone Call / Parent Conference
  • Out of school suspension

**Teacher / Principal Behavior Management Goals**
  • Principal: Once a month, the principal will review Google Docs to see patterns in student behavior/easy tickets and take necessary precautions/actions. The principal will also provide feedback when applicable.

  • Teachers’ Right Ticket Goal: approximately 25 tickets/week → 100 tickets/month
    o This is about 2 tickets per one hour class period
Grounds for Suspension and Expulsion

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. VCMS takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student’s actions violate the school’s values there are consequences aligned to the offense. The matrix below is a tool designed to help the Principal decide when expulsion of a student is deemed mandatory, expected, or at the Principal’s discretion.

Must Recommend Expulsion (non-discretionary)
Education Code (EC) 48900-48927
Act must be committed at school or school activity.

a. Possessing a firearm when a district employee verified the firearm possession.
b. Selling or otherwise furnishing a firearm.
c. Brandishing a knife at another person.
d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.
e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
f. Possession of an explosive.

 Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate
The Principal shall recommend expulsion for the following violations as described in EC. Section 48915 (c)

a. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
b. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
c. Robbery or extortion. EC Section 48915 (a)(4).
d. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

Principal May Recommend for Expulsion (Discretionary)
Acts committed at school or school activity or on the way to and from school activity

a. Inflicted physical injury
b. Possessed dangerous objects
c. Possessed drugs or alcohol
d. Sold look alike substance representing drugs or alcohol
e. Caused damage to property
f. Committed theft
g. Used tobacco (policy determines which offense)
h. Committed obscenity/profanity/vulgarity
i. Possessed or sold drug paraphernalia
j. Received stolen property
k. Possessed imitation firearm
l. Committed sexual harassment
m. Harassed, threatened or intimidated a student witness
n. Sold prescription drug Soma
o. Committed hazing
p. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
q. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

**Principal May be recommended for suspension**

Acts committed at school or school activity or on the way to and from school activity

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon another person
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
5. Caused or attempted to cause damage to school property or private property
6. Stolen or attempted to steal school property or private property
7. Possessed or used tobacco, or any products containing tobacco or nicotine products
8. Committed an obscene act or engaged in habitual profanity or vulgarity
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
10. Knowingly received stolen school property or private property
11. Possessed an imitation firearm
12. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
IN-SCHOOL SUSPENSION

1. Pursuant to E.C. Section 48911.2, school districts may establish an in-school suspension program as an alternative to off-campus suspension. The intent is to encourage schools to examine alternatives to off-campus suspension that lead to resolution of student misconduct without sending students off campus.

2. In-school suspension allows school districts to:
   1. Remove the disruptive student from general student body.
   2. Consider student as being present for ADA purposes.
   3. Reduce the number of out-of-school suspensions.

VCMS will comply with the Ed Code. 48911.2, 48900.3, 48900.4, and 48900.7. Students may be assigned by the principal to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violated E.C. Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in-school suspension.

Guidelines for Supervised Suspension Classroom

- At the time a student is assigned to a supervised suspension classroom, the Charter School principal shall notify, in person or by phone, the student’s parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended. All class work and homework will be prepared by the teacher and made available for the suspended student on a daily basis. This will ensure that the suspended student will have access to all instructional material while on a suspension(s).
- A Student who is serving an in-school suspension will be provided with appropriate counseling services for the day.

Suspension Procedures

Authority to Suspend

The Principal has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: Teachers only have authority to suspend a student from their classroom for the day of the act. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Executive Director. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.
Suspensions from school shall be initiated according to the following procedures:

- Informal Conference
- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.
- No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

Suspension Notification

At the time of the suspension, the Charter School Office Manager will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.

Suspension Appeal Process

During the required parent conference information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

- To initiate an appeal, the student or parent or guardian must contact the VCPS Board Secretary in writing from the day of suspension to five (5) school days following the last day of the student’s suspension.
  - Parent/Guardian who is not able to attend the Appeal Process hearing will be given the option to call in (main office number) so the hearing can be conducted over the phone.
VCMS will not penalize student if parent/guardian cannot attend the meeting.

- The VCPS Board Secretary who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The VCPS Board Secretary will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

- Based on the information submitted or requested, the VCPS Board Secretary may make one of the following decisions regarding the suspension:
  1. Uphold the suspension
  2. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be discarded.
  3. The VCPS Board Secretary will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision.
  4. A copy of the decision will also be given to the Charter School principal.

**Authority to Expel**

A pupil may be recommended for expulsion by the Expulsion Committee, which consists of three teachers (one from each grade level) and the Academic Administrator. The Expulsion Committee’s decision to expel any pupil found to have committed an expellable offense will be forwarded to the Expulsion Panel consisting of the Executive Director and the Vice President of the VCPS’s Board of Directors. The parent’s appeal will be filed with the entire Board of Directors of VCPS (excluding the Vice President who served on the Expulsion Panel).

**Expulsion Procedures**

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

- The pupil’s presence will be disruptive to the education process
- 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.

Pupils recommended for expulsion are entitled to a hearing (if requested) to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The Charter School principal will be responsible for providing the student with appropriate educational opportunities (classwork, homework, accommodation and modified classwork/homework for students with special needs, etc.), while the student is on suspension and awaiting an expulsion hearing.
• The expulsion hearing will be presided over by the Expulsion panel and the outcome will be reported to the Board of Directors.

• Written notice of the hearing shall be forwarded to the pupil and the pupil’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 the following:

  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 disciplinary rules which relate to the alleged violation
  4. Notification of the pupil’s or parent/guardian’s obligation to provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment.
  5. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
  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 pupil’s behalf including witnesses.

**Recording of Hearing**

A transcribed record of the hearing shall be made available to the parent. A record of the hearing shall be made and kept in the school’s main office. Records will be available for the student and parents/guardians of the student in question.

**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 Expulsion Panel to expel will be based on evidence presented during the hearing.

Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Any sworn declarations may be admitted as testimony from witnesses that the expulsion panel determines the disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The findings of fact are issued by the Panel in support of its decision to expel based on evidence presented at the hearing.

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/her testimony heard in a session closed to the public.

The principal’s recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the expulsion. The
final decision by the Expulsion Panel shall be made within ten (10) school days following the conclusion of the hearing.

**Notification of Expulsion**

The principal, following a decision of the Expulsion Panel to expel shall send written notice of expulsion, including the Panel's findings of fact, to the pupil or parent/guardian within 48 hours. This notice shall include the following:

- Notice of the specific offense(s) committed by the pupil.
- Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- Notice of the pupil or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status with VCMS.
- Effective date of the expulsion.
- Notification of the type of educational placement during the period of expulsion.
- Date the student will be reviewed for readmission.

**Expulsion Appeal Process**

To initiate an appeal, parent or guardian must contact the President of the Board of Directors of VCPS in writing by mail or email, within three weeks of the date of the expulsion decision is issued.

The President of the Board of Directors of VCPS will gather information from the Expulsion Panel, student, parent or guardian to verify that the Charter School followed appropriate due process and all applicable procedures. The Board President of VCPS will then present the case as well as facilitate an appeals hearing involving the parent(s)/guardian(s) and student to the entire board of directors (Expulsion Appeals Panel) excluding the Board Vice President who was part of the Expulsion Panel.

Based on the information presented, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion and will notify student’s family within 48 of the appeals hearing in writing via certified mail.

- Uphold the expulsion
- Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be discarded. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will contact the family by phone and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be given to the school principal. If the expulsion is not upheld, then the principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted. If the expulsion decision is upheld, the Executive Director will inform the sponsoring district of the expulsion decision. The Principal and the Executive Director will finalize the rehabilitation and readmission plan and provide a copy to the parent and to the sponsoring district.
Prior to the recommendation to suspend or expel a pupil, the Executive Director or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

**Readmission**

If a student is under an expulsion order from another school district (LEA), all information must be provided to VCMS for review. VCMS’s Executive Director will gather all documents and present them to the VCPS’s Governing Board to decide if the student meets the conditions of the rehabilitation plan or he/she continues to pose a danger to campus safety. The Governing Board will inform student and parent/guardian of the decision within 5 business days.

**Rehabilitation**

Pupils who are expelled from the charter school will be given a rehabilitation plan upon expulsion as developed by the charter school’s Administrative Team at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for admission.
Element 11 – Employer Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

All VCMS Employees will have access to appropriate retirement plans as outlined below. The Executive Director of VCMS will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

All classified staff at VCMS will participate in the federal social security system as well as in the PERS (public Employees Retirement System). VCMS will continue to contribute to these retirement systems for the duration of the charter petition.

All certificated staff at VCMS will participate in the State Teachers Retirement System (STRS). VCMS will continue to contribute to these retirement systems for the duration of the charter petition.

VCMS contracts with the Los Angeles County Office of Education to transmit the appropriate data to STRS & PERS.
Element 12– Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

VCMS is a school of choice where parents make a conscious decision to enroll their child at. If a parent wants to withdraw their child from VCMS for any reason, VCMS office staff will notify the parent of their child’s right to return to their home school or their ability to apply to attend any LAUSD school through open enrollment. However, all of this will be dependent on LAUSD enrollment and transfer policies which may change from time to time.
Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

   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

   Vista Charter Middle School
   c/o Executive Director
   2900 W. Temple Street
   Los Angeles, CA 9026

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 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.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

For written notifications to the school pursuant to the procedures set forth in the District Required Language the following address format should be used:
Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School either by the governing board of Charter School or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; 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 *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 this notification 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 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 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 school closure

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, which will include 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 school closure.
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 school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 student records to the receiving schools shall be in accordance with 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 the 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 grade-books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school’s 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 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 the 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 the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 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. 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 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. The District shall have 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**
  - 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 Ed. Code 47612 and 5 CCR § 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.
  - 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:**
  - **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 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the Charter School 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. 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] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured 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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. The policy shall be endorsed to
name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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.

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 Ed. 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.

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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Vista Charter Middle School (also referred to herein as “VCMS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

“If the proposed 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 offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. 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 annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) 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 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

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

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**
  
  Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD.
Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Vahe Markarian</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>2900 West Temple Street, Los Angeles, CA 9026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(213) 201-4000</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>2900 West Temple Street, Los Angeles, CA 9026</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>LAUSD District 4</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>LAUSD Educational Service–East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6th-8th</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>420 students</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>6th-8th</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 12, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>420 students</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency),</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8am -3:03pm</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

**Element 4 – Governance**

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

**General Provisions**

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

Charter School shall comply with the Brown Act and the Public Records Act.
All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

**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 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 all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside 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.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school
days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. 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 school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon CSD request.

**Family Educational Rights and Privacy Act (FERPA)**

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

**Criminal Background Checks and Fingerprinting**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary 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. Instead, the District now receives 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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:
• Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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 8 – Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

MCKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar
r. Statistical Report – monthly according to school’s Calendar of Reports
In addition:
   ● P1, first week of January
   ● P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, 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 Ed. Code section 49068 (a) and (b).
**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:
5) 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.

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
[See Element 14]

6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; 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 *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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:

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action
is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

10. 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.

11. 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.

12. The Special Education Local Plan Area (SELPA) in which the 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.

13. The retirement systems in which the 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 this notification and correspondence to the CSD.

14. 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.

15. 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.

16. All 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 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:

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. 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:

3. A description of the circumstances of the closure

4. 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:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. 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 school closure

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 school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:
9. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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.

10. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. 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.

12. 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 the student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. 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.

16. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the school that includes:

4. 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.

5. 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.

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. 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.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. 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 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 the 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 the 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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.
For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 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. 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 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. The District shall have 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**
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 Ed. Code 47612 and 5 CCR § 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.

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:
(iii) 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

(iv) 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.

(iii) 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.

(iv) 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Ed. 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] 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:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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.

6. 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.

7. 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 bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. 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 $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella 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. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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.

**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 Ed. 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.

**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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).