An Independent Conversion Charter School serving (K-12)
A California Distinguished School       A National Blue Ribbon School       W.A.S.C. Accredited

VAUGHN NEXT CENTURY LEARNING CENTER
COLLEGE/CAREER READY
GLOBALLY AND DIGITALLY COMPETENT
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AFFIRMATIONS AND ASSURANCES

Vaughn Next Century Learning Center (“Vaughn”), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- Vaughn shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Vaughn shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Vaughn shall not discriminate 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 [Ref. Education Code Section 47605(d)(1)]

- Vaughn shall admit all students who wish to attend Vaughn.

- Vaughn shall determine admission by a public random drawing, and if the number of pupils who wish to attend the school exceeds the school capacity, preference shall be extended to pupils who currently attend Vaughn and pupils who reside in the District EC 47605(d)(2)(B).

- Vaughn shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, and making satisfactory progress toward high school diploma requirements.

- Vaughn shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- Vaughn shall not require any child to attend Vaughn nor any employee to work at Vaughn.

- If a pupil is expelled or leaves Vaughn without graduating or completing the school year for any reason, Vaughn 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. [Ref. California Education Code Section 47605(d)(3)]

- Vaughn shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Vaughn shall comply with all applicable portions of the No Child Left Behind Act or its replacement federal regulations.

- Vaughn shall, on a regular basis, consult with its parents and teachers regarding Vaughn's education programs. [Ref. California Education Code Section 47605(c)]
• Vaughn shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

• Vaughn shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• Vaughn shall be deemed the exclusive public school employer of the employees of Vaughn for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

• Vaughn shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

• Vaughn shall ensure that teachers in Vaughn hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

• Vaughn 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 in Education Improvement Act of 2004.

• Vaughn shall at all times maintain all necessary and appropriate insurance coverage.

• Vaughn shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

• Vaughn shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

• Vaughn shall comply with the Public Records Act, the Family Educational Rights and Privacy Act, and the Ralph M. Brown Act.

• Vaughn accepts and understands the grounds on which a charter may be revoked.

______________________________                                              ________________________
Anita Zepeda, Executive Director                                                      Date
INTRODUCTION

SCHOOL DESCRIPTION
Vaughn Next Century Learning Center (“Vaughn”), located in Pacoima, is a large urban public school within the Los Angeles Unified School District (LAUSD). Since the early 1970’s, low student achievement had been a pattern. In 1993, tired of being helpless and hopeless, Vaughn became the first conversion charter school in the nation and was authorized by LAUSD. The charter was renewed in 1998, 2003 and again in 2008. Vaughn has 20-year experience as a successful independent charter school serving the district’s low-income students. This previously failing elementary public school is now a, community-based, K-12th charter school that assures all students are college/career ready, globally and digitally competent. It operates five contiguous campuses:

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

*** See grade levels and enrollment projection (Page 7)

All campuses are governed under one charter. Vaughn forfeited all start up incentive grants so as to stay as one family and grow with quality. Vaughn was awarded the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997.

VAUGHN NEXT CENTURY LEARNING CENTER MODEL (VNCLC)
ELEMENTS

C Continuum of high quality K-12th instructional program under one charter on contiguous campuses

STRENGTHS

- Assure a seamless transition from school readiness to elementary to middle school and high school
- Sustain a long-term relationship with students and families
- Implement a well-paced instructional program with better control of time so as to meet individual student needs
- Form small learning communities in each campus supported by a large school community that has sufficient scale
- Nurture one set of school staff that forms and retains a united work force

A Accountability system that is internal with enforceable consequences

- Is governed by one experienced board that provides a high level of oversight
- Is led by effective teachers, administrators and support staff who take ownership of the school
- Implement staff accountability with research-based performance evaluation and compensation for all staff
- Build parent/family accountability with home-school compact
- Maintain high level of parent/family engagement in student learning process and school partnership activities
- Establish student accountability, self-direction and initiative with individualized learning plan and Graduate Profile System (GPS)

R Resource allocation that is aligned to student outcomes

- Focus on student outcomes and align all human and fiscal resources to meet student needs
- Strategically align human capital to student needs including recruitment, professional development, career ladder, compensation and retention
- Deploy human and fiscal resources flexibly and make ongoing modifications as needed
- Maintain fiscal health

E Empowers community partners in shared responsibility through school-based integrated human and social services provided by community partners

- Connect governmental and nonprofit resources to form a service network located on Vaughn-owned campuses and properties including school-based clinic, job training, mental health counseling, adult education
- Sustain a well-established safety net for students and families
- Build a healthier and more sustainable community where families live
- Strengthen the neighborhood with venues that will keep families and staff as long-term residence
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STUDENT ENROLLMENT AND DEMOGRAPHICS (2012-2013)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>240</td>
<td>238</td>
<td>241</td>
<td>216</td>
<td>215</td>
<td>195</td>
</tr>
</tbody>
</table>

Grade 6  7  8  9  10  11  12
Number of Students 198 160 156 160 150 134 117

2012-2013 Total student enrollment (K-12) 2,420

Enrollment Projection
Since there is an attendance preference for grades K-5 students who reside in the former attendance boundary, Vaughn shall ensure that no expansion of grades 6-8 supersedes serving students from grades k-5 attendance boundary on the conversion campus.

*Vaughn may expand the additional 100 students for 3153 enrollment in the 2017-18 school year provided the appropriate facilities documentation is provided to the district which confirms facility capacity for this amount. If such documentation is not provided enrollment will remain at 3029.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>K</td>
<td>240</td>
<td>260</td>
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<td>280</td>
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<tr>
<td>1</td>
<td>240</td>
<td>240</td>
<td>260</td>
<td>280</td>
<td>280</td>
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</tr>
<tr>
<td>2</td>
<td>241</td>
<td>240</td>
<td>240</td>
<td>260</td>
<td>280</td>
<td>260</td>
</tr>
<tr>
<td>3</td>
<td>220</td>
<td>241</td>
<td>240</td>
<td>240</td>
<td>260</td>
<td>280</td>
</tr>
<tr>
<td>4</td>
<td>217</td>
<td>220</td>
<td>241</td>
<td>240</td>
<td>260</td>
<td>240</td>
</tr>
<tr>
<td>5</td>
<td>197</td>
<td>217</td>
<td>220</td>
<td>241</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>6</td>
<td>198</td>
<td>197</td>
<td>217</td>
<td>220</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>7</td>
<td>160</td>
<td>198</td>
<td>197</td>
<td>217</td>
<td>220</td>
<td>241</td>
</tr>
<tr>
<td>8</td>
<td>156</td>
<td>160</td>
<td>198</td>
<td>197</td>
<td>217</td>
<td>220</td>
</tr>
<tr>
<td>9</td>
<td>160</td>
<td>156</td>
<td>160</td>
<td>198</td>
<td>197</td>
<td>217</td>
</tr>
<tr>
<td>10</td>
<td>150</td>
<td>160</td>
<td>156</td>
<td>160</td>
<td>198</td>
<td>197</td>
</tr>
<tr>
<td>11</td>
<td>134</td>
<td>150</td>
<td>160</td>
<td>156</td>
<td>160</td>
<td>198</td>
</tr>
<tr>
<td>12</td>
<td>117</td>
<td>134</td>
<td>150</td>
<td>160</td>
<td>156</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2450</td>
<td>2613</td>
<td>2779</td>
<td>2909</td>
<td>3029</td>
<td>3153</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>OWNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK,K,1</td>
<td>620</td>
</tr>
<tr>
<td>2, 3</td>
<td>560</td>
</tr>
<tr>
<td>4, 5, 6</td>
<td>740</td>
</tr>
<tr>
<td>7, 8</td>
<td>461</td>
</tr>
<tr>
<td>9 - 12</td>
<td>600-772*</td>
</tr>
</tbody>
</table>

**K-12 Student Demographics (2012-2013)**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>0.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.04%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2,363</td>
<td>98%</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
<td>0.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>10</td>
<td>0.4%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged/Title 1</td>
<td>2,363</td>
<td>100%</td>
</tr>
<tr>
<td>English Learners (including RFEPs)</td>
<td>1633</td>
<td>67%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>182</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
<th>9-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>289</td>
<td>166</td>
<td>147</td>
<td>63</td>
<td>42</td>
<td>707</td>
</tr>
<tr>
<td>RFEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>926</td>
</tr>
<tr>
<td>Redesignation Rate</td>
<td>19.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decreased number of English learners in the upper grades is a direct result of successful reclassification program for our English learners.

**PROGRESS TOWARDS CHARTER RENEWAL**

**MEETING ALL CHARTER RENEWAL CRITERIA**

In accordance with SB 1290, (3) (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. **EC Section 47607(b)** specifies that a charter school shall meet at least one of the following criteria prior to receiving a renewal:

1. Attained its API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years both schoolwide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
Vaughn met charter renewal criteria #1, 2, and 3 as it continues to expand its capacity to serve more low-income students including secondary students.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>API</th>
<th>Statewide Ranking</th>
<th>Similar School Ranking</th>
<th>Students Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>752</td>
<td>3</td>
<td>10</td>
<td>1414</td>
</tr>
<tr>
<td>2010</td>
<td>774</td>
<td>4</td>
<td>10</td>
<td>1524</td>
</tr>
<tr>
<td>2011</td>
<td>796</td>
<td>5</td>
<td>9</td>
<td>1596</td>
</tr>
<tr>
<td>2012</td>
<td>807</td>
<td></td>
<td></td>
<td>1677</td>
</tr>
</tbody>
</table>
### DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE (Surrounding Schools Data)

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>Graduation Rate</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Student s</th>
<th>% of ELL Students E/RECL TOTAL</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadous Elem</td>
<td>462</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>737</td>
<td>4</td>
<td>8</td>
<td>N/A</td>
<td>100%</td>
<td>14%</td>
<td>45/31 76%</td>
<td>97%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Telfair Elem</td>
<td>622</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>740</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>92%</td>
<td>11%</td>
<td>42/20 62%</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Maclay Middle</td>
<td>802</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>698</td>
<td>1</td>
<td>5</td>
<td>N/A</td>
<td>100%</td>
<td>15%</td>
<td>30/44 74%</td>
<td>94%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>San Fernando Middle</td>
<td>1333</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>697</td>
<td>1</td>
<td>3</td>
<td>N/A</td>
<td>94%</td>
<td>15%</td>
<td>28/36 64%</td>
<td>97%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>San Fernando High School</td>
<td>1743</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>677</td>
<td>2</td>
<td>6</td>
<td>74.41%</td>
<td>99%</td>
<td>13%</td>
<td>23/49 72%</td>
<td>97%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>Graduation Rate</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Student s</th>
<th>% of ELL Students E/RECL TOTAL</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Next Century Learning Center (K-12)</td>
<td>2420</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>807</td>
<td>5</td>
<td>9</td>
<td>90.32%</td>
<td>99%</td>
<td>7%</td>
<td>24/47 71%</td>
<td>98%</td>
<td>1%</td>
<td>0%</td>
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</tbody>
</table>
API and Ranking Comparisons (District Span schools)

<table>
<thead>
<tr>
<th>Year Span school Comparison</th>
<th>Vaughn API</th>
<th>Vaughn Statewide/ Similar School Rankings</th>
<th>Elizabeth Learning Center API</th>
<th>Elizabeth Statewide / Similar School Rankings</th>
<th>Foshay Learning Center API</th>
<th>Foshay Statewide/ Similar School Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>735</td>
<td>3/8</td>
<td>619</td>
<td>1/2</td>
<td>645</td>
<td>2/8</td>
</tr>
<tr>
<td>2009</td>
<td>752</td>
<td>3/10</td>
<td>657</td>
<td>1/3</td>
<td>651</td>
<td>2/7</td>
</tr>
<tr>
<td>2010</td>
<td>774</td>
<td>4/10</td>
<td>692</td>
<td>1/5</td>
<td>657</td>
<td>1/6</td>
</tr>
<tr>
<td>2011</td>
<td>796</td>
<td>5/9</td>
<td>713</td>
<td>4/8</td>
<td>696</td>
<td>2/3</td>
</tr>
<tr>
<td>2012</td>
<td>807</td>
<td></td>
<td></td>
<td>722</td>
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</table>

Vaughn CST Growth Trends (Percent proficient and advanced)

<table>
<thead>
<tr>
<th>E/LA</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Gains/Loss</th>
</tr>
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<tbody>
<tr>
<td>2nd</td>
<td>33</td>
<td>45</td>
<td>50</td>
<td>54</td>
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Vaughn CST Trends (Percent below and far below basic)

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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Reduction</th>
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### CST Comparisons – **Percent Advanced & Proficient** (2012)

District K-12 span schools & neighboring District schools in same feeder pattern

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<th>E/LA</th>
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<th>Elizabeth</th>
<th>Foshay</th>
<th>Telfair</th>
<th>Broadou</th>
<th>Maclay</th>
<th>San Fernando Middle</th>
<th>San Fernando High</th>
<th>Sylmar High</th>
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<td>(K-12)</td>
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### MATH % Adv & Prof.

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<td>3rd</td>
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<td>6</td>
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</tr>
<tr>
<td>4th</td>
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CST Comparisons - **Percent Below Basic and Far Below Basic** (2012)
District K-12 span schools & neighboring Districts schools in same feeder pattern

<table>
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<th>E/LA</th>
<th>Vaughn (K-12)</th>
<th>Broadous (K-5)</th>
<th>Telfair (K-5)</th>
<th>Elizabeth (K-12)</th>
<th>Foshay (K-12)</th>
<th>Maclay Middle School</th>
<th>San Fernando Middle</th>
<th>San Fernando High</th>
<th>Sylmar High School</th>
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<td>31</td>
<td>32</td>
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</table>

|MATH | Vaughn Broadous Telfair Elizabeth Foshay Maclay Middle School San Fernando Middle|
|-----|----------------|----------------|---------------|-----------------|-----------------|---------------------|
| 2   | 9              | 24             | 25            | 21              | 13              |                     |                     |
| 3   | 10             | 19             | 16            | 22              | 21              |                     |                     |
| 4   | 8              | 24             | 10            | 26              | 22              |                     |                     |
| 5   | 9              | 11             | 34            | 13              | 19              |                     |                     |
| 6   | 19             |                | 51            | 41              | 37              | 24                  |                     |
| 7   | 22             |                | 41            | 48              | 30              | 44                  |                     |
| 8 Algebra | 7 | 44             | 59            | 53              | 53              |                     |                     |

CST %Adv & proficient

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<th>5th Science</th>
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<th>35</th>
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**ADDITIONAL OUTCOME GOALS MET**

1. Exceeded District and State API and API Growth

<table>
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<tr>
<th></th>
<th>Vaughn</th>
<th>LAUSD</th>
<th>State</th>
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<tbody>
<tr>
<td>2008</td>
<td>735</td>
<td>683</td>
<td>742</td>
</tr>
<tr>
<td>2009</td>
<td>752</td>
<td>694</td>
<td>755</td>
</tr>
<tr>
<td>2010</td>
<td>774</td>
<td>709</td>
<td>767</td>
</tr>
<tr>
<td>2011</td>
<td>796</td>
<td>729</td>
<td>779</td>
</tr>
<tr>
<td>2012</td>
<td>807</td>
<td>745</td>
<td>788</td>
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<tr>
<td>Increase</td>
<td>+72</td>
<td>+62</td>
<td>+46</td>
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12/17/2012
2. **Comparison of CAHSEE, Graduation Rate, Drop-out Rate, Suspension Rate**

<table>
<thead>
<tr>
<th>CAHSEE &amp; Graduation Rate in %</th>
<th>Vaughn</th>
<th>San Fernando High School</th>
<th>Sylmar High School</th>
<th>LAUSD</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010 CAHSEE E/LA (Gr. 10)</td>
<td>87</td>
<td>73</td>
<td>69</td>
<td>73</td>
<td>81</td>
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<tr>
<td>2009-2010 CAHSEE Math (Gr. 10)</td>
<td>90</td>
<td>72</td>
<td>69</td>
<td>72</td>
<td>81</td>
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<tr>
<td>2010-2011 CAHSEE E/LA (Gr. 10)</td>
<td>89</td>
<td>78</td>
<td>76</td>
<td>75</td>
<td>82</td>
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<td>2010-2011 CAHSEE Math (Gr. 10)</td>
<td>88</td>
<td>82</td>
<td>77</td>
<td>75</td>
<td>83</td>
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<tr>
<td>2011-2012 CAHSEE E/LA (Gr. 10)</td>
<td>95</td>
<td>75</td>
<td>77</td>
<td>76</td>
<td>83</td>
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<td>2011-2012 CAHSEE Math (Gr. 10)</td>
<td>95</td>
<td>78</td>
<td>77</td>
<td>77</td>
<td>84</td>
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<td>2009-2010 Cohort Graduation Rate</td>
<td>86.0</td>
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<td>76.9</td>
<td>64.7</td>
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<tr>
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<td>20.9</td>
<td>14.6</td>
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<tr>
<td>2009-2010 Cohort Still Enrolled Rate</td>
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<td>12.5</td>
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<tr>
<td>2010-2011 Cohort Graduation Rate</td>
<td>89.4%</td>
<td>67.67%</td>
<td>76.29%</td>
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<td>75.2%</td>
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<tr>
<td>2010-2011 Cohort Drop Out Rate</td>
<td>8.5</td>
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<tr>
<td>2011-2012 Cohort Graduation Rate</td>
<td>90.32%</td>
<td>74.41%</td>
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<td>2011-2012 Suspention Rate</td>
<td>2%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>12%</td>
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</tbody>
</table>

3. **Meeting 2008 Charter Goals**

1. Vaughn will meet provisions set forth by AB 1137
   - See page 3
   - 2008 = 8
   - 2009 = 10
   - 2010 = 10
   - 2011 = 9
   - Yes

2. Vaughn will attain similar school API ranking of at least “5” or higher (defined by the State) for a majority of the years of the charter.
   - 2008: E/LA =22.1%, Math = 40.6%
   - 2009: E/LA = 44.9%
   - Yes

3. The percent of English language learners meeting Annual Measurable Achievement Objectives (E/LAs) will increase a majority of the years of the charter.
   - 2008: E/LA =22.1%, Math = 40.6%
   - 2012: E/LA = 44.9%
   - Yes
4. Meeting Adequate Yearly Progress (AYP)

Though Vaughn met all AYP criteria in 2011 through the “safe harbor” provision; Vaughn was not able to meet all criteria in 2012.

Percent Proficient - Annual Measurable Objectives (AMOs)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th>Percent at or Above Proficient</th>
<th>Met 2012 AYP Criteria</th>
<th>Alternative Method</th>
<th>Number</th>
<th>Percent at or Above Proficient</th>
<th>Met 2012 AYP Criteria</th>
<th>Alternative Method</th>
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<tr>
<td>Target: 79.0 %</td>
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<tr>
<td>Met all percent proficient rate criteria?</td>
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</tbody>
</table>

4. Meeting Adequate Yearly Progress (AYP)

Though Vaughn met all AYP criteria in 2011 through the “safe harbor” provision; Vaughn was not able to meet all criteria in 2012.

Percent Proficient - Annual Measurable Objectives (AMOs)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th>Percent at or Above Proficient</th>
<th>Met 2012 AYP Criteria</th>
<th>Alternative Method</th>
<th>Number</th>
<th>Percent at or Above Proficient</th>
<th>Met 2012 AYP Criteria</th>
<th>Alternative Method</th>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>117</td>
<td>56</td>
<td>47.9</td>
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</table>
Self-Reflection

Vaughn conducts progress monitoring on an ongoing basis, especially during quarterly benchmarking periods, monthly Board meetings, monthly faculty meetings and weekly leadership team briefings. In addition, annual district reviews and required interim LA County Title III reviews have provided valuable feedback and guidance to our leadership team.

Strategies to Exit “Program Improvement” Status

Currently Vaughn is in Program Improvement Year 5 (PI). In 2012, Vaughn’s English learners did not meet AYP goal in E/LA and none of our student groups (schoolwide and subgroups) met AYP goals in math. We have developed the following strategies so as to exit Program Improvement in a timely manner.

To exit program improvement Vaughn will focus on achieving the following goals for English learners:

1. Staffing and professional development - All of Vaughn’s teachers are highly qualified and possess either CLAD or BCLAD Authorization. Our staff is highly dedicated and held accountable to the teaching standards by the consistent implementation of our performance rubric. Our PAR program ensures that support and assistance is provided to help teachers achieve effective teaching practices. Administrative coordinators are assigned to specific grades to provide personal support and to monitor teacher effectiveness and student achievement. Four pupil free days are designated annually for staff development needs. Staff development is also calendared on shortened Tuesdays three times per month and grade levels/departments meet weekly to plan student needs. Staff is also offered the opportunity to attend professional conferences or workshops aligned to performance improvement goals.

2. Class size and student grouping - Our class size is kept to a minimum in order to achieve a personalized environment between students and adults: 20:1 in grades K-3, 25:1 in grades 4-6, and 25:1 in all of our secondary classes. In K to 5th grade we team for language arts and ELD instruction, in order to group our students for appropriate instructional delivery.

3. Resources - We use state adopted materials along with other stimulating resources including technology, to enhance instruction. We have hired full time literacy and English Learner coaches to assist our teachers with development in goal areas. Newcomers are provided with additional small group instruction daily and along with other students requiring instructional assistance, are assigned to interventions including tutoring when appropriate. Longer school days and an extended school year of 15 additional calendar days are provided to all students to offer further instruction and enrichment activities.

4. Parents/Family engagement - The culture and language of our students and community are highly valued and respected by all staff. We have successfully created a comfortable environment where parent participation and involvement is high and where parents feel welcomed and their input valued. We have a Family Resource Center and have developed long-term partnerships with community agencies in order to offer assistance and help our families access an array of services. Family Forums, classes and workshops are provided on an on-
going basis to address a wide variety of our families’ needs and to engage our parents in skill
development so that they can cultivate what they learn and be an example and support to their
children. The boost in self-esteem in both parents and students is evident and has generated a
culture, collective understanding and belief that our students will graduate and will go to
college.

All students meeting mathematics goals:
1. Implement universal screeners to help target interventions and will incorporate regular
   progress monitoring practices.
2. Establish computer learning labs at all campuses to provide individual students and small
   groups practice in skill areas identified as requiring remediation.
3. Training and utilize the talents of secondary students to serve as peer mentors in math and
   other areas.
4. Offer additional tutoring opportunities throughout the year to students identified in need;
   continue our established partnerships with CSU, Northridge and the International Studies
   Schools Network for staff development and instructional coaching focused on all
   mathematical strands.
5. Implement key strategies across grade levels and in all classes including: use of mathematic
   language, differentiation, frequent check for understanding, monitoring of student work
   including use of tech devices, and student engagement activities
6. Establish cross-campus, cross grade-level and inter-department dialog, planning and
   observation to increase teamwork and smooth transition to upper grades by all students
7. Expand use of active engagement strategies including cooperative learning, team projects,
   student talk, relevant activities that will “hook” students and help students develop study
   skills and motivation to achieve.
This plan to exit program improvement will be monitored by the Executive Director and
school site Directors.

Quantitative Data Review

- Vaughn’s annual API scores exceed growth targets established by the State. API for 2011-
  12 is 807, a growth of 72 points during this charter cycle. The growth exceeds District
  and State average. Annual score is consistently higher than District comparison span
  schools and surrounding schools.
- Vaughn consistently earns a similar school ranking of at least eight or above. Current
  statewide ranking is 5.
- In 2010-2011, Vaughn has met AYP criteria for all subgroups through Safe Harbor in both
  ELA and Math. In 2011-2012, Vaughn met AYP criteria for all subgroups in E/LA except
  English learners and failed to meet criteria in math, schoolwide and all subgroups.
- Vaughn’s CST ELA and Math results are above those of comparable schools. All subgroups have
  made gains in CST score gains while the percent of students scoring at “below basic” and
  “far below basic” has significantly reduced.
- Vaughn’s EL redesignation rate is 19.6%, higher than the District average of 13%.
- CAHSEE passage rate of 95% for ELA and 95% for Math are higher than District average,
  District span schools and surrounding high schools.
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2011-2012 cohort graduation rate is 90.32%. These rates are higher than surrounding high schools and District average.

Vaughn has achieved its overall mission and vision as 96% of our 2012 graduates enter college, (54% enter 4-year colleges, 10% enter UCLA and UC Berkley with financial assistance and scholarships)

Qualitative Instructional Reviews
- Vaughn maintains a clear plan for student academic improvement, especially the subgroups and the plan is well understood by all staff who participate in a systematic long term professional development process including CST, CELDT and quarterly benchmark data analysis, ELD monthly focus, questioning strategies, Depth and Complexity, higher order thinking skills, and IEP development.
- Differentiated instruction and multiple supports for students to improve academic achievement are in place, e.g. teacher teaming, Read 180, Language Coach, utilization of LOTS, double periods of ELA and Math in middle and high schools, Summer Bridge Program, afterschool tutoring, Saturday courses.
- School-wide attention to increasing student’s academic vocabulary and writing.
- Implementation of ALEKs in mathematics, double math blocks, and problems of the week
- Teachers are using smart technology, e.g. SMART boards, computers; students at all levels have access to technology (e.g. in labs, classroom computers, laptop carts).
- A comprehensive school-wide positive behavior system that builds character, student motivation, work habits and reflection on their work and their grades.
- At the elementary level – consistent language development throughout the lesson with constant reinforcement and student feedbacks; supportive classroom environments with stimulating materials
- At the middle school level – focus on student engagement by incorporating real life experience into lessons, use of contextual situation; help students to reflect on their progress during Advisory period; work closely with parents/student to monitor student progress throughout the year
- At the high school level – Use of flexible student grouping and collaborative teamwork; use of peer tutors, service learning system, group and individual use of technology as learning tools; focus on globalizing curriculum and instructional practices; implementation of Graduate Portfolio System (GPS) that requires long term planning, self reflection for each student project.

Infrastructure and System Reviews
- Vaughn has incorporated as a nonprofit 501©3; all governing board members have clear understanding and acceptance of the roles and responsibilities, ethics, the Brown Act, school mission and priority goals. The Vaughn Board which is composed of dedicated individuals of diverse backgrounds and talents, meets regularly to monitor academic (standardized tests and periodic benchmark assessments), operational, and fiscal policies and practices. The Board is knowledgeable of Vaughn’s internal accountability system and holds senior staff accountable.
Vaughn maintains long-term and very close working relationships with community organizations that support Vaughn students, families and staff (e.g. California State Northridge (CSUN), and the International Studies School Network under the umbrella of Asia Society that provide teacher training, the Los Angeles Educational Partnership (LAEP) and the Youth Policy Institute that provide family development support, the District Adult School Division that hosts adult classes onsite and sister schools in China and sponsor student exchange programs, etc.)

- Governing Board, school leadership and community partners have strategic plan to bring the STEAM program to the school.
- Vaughn builds a strong culture of collaboration and working toward a common goal among staff. Vaughn’s PAR System includes regular classroom walk through by school leaders, discussion of monthly focus area, immediate feedback to teachers and teaching teams, peer evaluation, student academic growth and individual teacher’s instructional practices, ongoing professional development and communication of goals
- Families are informed of goals, functions, school-wide and individual student progress (e.g. Parent Forums, online access to grades, parent conferences, report cards, automated calls from the school, weekly updates from teachers, etc.)
- Parents/guardians are engaged in school policy setting and functions (e.g. participation in committees, communication with Board Members, parent volunteers, parent workshops and adult classes, etc.)
- Vaughn’s enrollment and ADA continue to grow with an average of 7% during the past three years.

Vaughn’s Accountability Review
Vaughn has made significant progress in the design and implementation of its internal accountability system beyond the accountability measures (e.g. API, AYP) required by federal, state and charter authorizing entities. Progress made include the following:

**Academic Accountability**
- All graduates are working towards meeting Vaughn’s graduate profile.
- College acceptance is maintained at 54% for 4-year universities, 96% for 2-year and 4-year colleges; 10% acceptance to UCLA and UC Berkeley in 2011-2012
- All Vaughn staff members are evaluated with a standards-based multi-tier evaluation system including observation and validation of skills and knowledge, schoolwide, team-based and individual measures based on student academic growth

**Fiscal Accountability**
- Vaughn maintains a 100% cash reserve
- Vaughn’s investment portfolio that supports student programs and staff compensation reaches $20 million
- Vaughn’s annual financial audit indicates no irregularities
- Vaughn maintains strong internal control in all its fiscal procedures
- Vaughn received the “financially sound” status from the California School Finance Authority
BENEFITS TO THE DISTRICT

- Vaughn serves 100% District students who live in the low-income and overcrowded areas of Pacoima, San Fernando, and Sylmar. Vaughn has been benefitting District students by:
- Closing the achievement gap of 2,400 District students and sending District students to 4-year universities, especially the Universities of California
- Relieving overcrowding in the neighborhood by constructing four new campuses at no costs to the District

ELEMENT 1: THE EDUCATIONAL PROGRAM

Governing Law: “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)

The name of the Charter School is Vaughn Next Century Learning Center (“Vaughn”)
The address of the Charter School is 13330 Vaughn Street, San Fernando, CA 91340
The phone number of the Charter School is (818) 896-7462
The contact person for the Charter School is Anita Zepeda

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is K-12th
The number of students in the first year will be 2,613
The grade level(s) of the students the first year will be K-12th
The scheduled opening date of the Charter School is August 1, 2013
The admission requirements include: None

The 2013 enrollment capacity is 2,613
The instructional calendar will be: August 1, 2013 – June 27, 2014

The bell schedule for the Charter School will be:
Grade K
8:10 a.m. – 2:20 p.m. (180 days), and
8:10 a.m. – 12:30 p.m. (15-20 additional days for all students)

Grade 1
8:00 a.m. – 2:35 p.m. (180 days and
8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)
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Grades 2, 3
8:00 a.m. – 2:50 p.m. (180 days), and
8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)

Grades 4, 5
8:00 a.m. – 3:00 p.m. (180 days), and
8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)

Grades 6-8
7:45 a.m. – 3:20 p.m. (180 days) and
7:45 a.m. – 12:30 p.m. (15-20 additional days for all students)

Grades 9-12
7:45 a.m. – 3:25 p.m. (180 days), and
7:45 a.m. – 12:30 p.m. (15-20 additional days for selected students)

If space is available, traveling students will have the option to attend.

School Information and Student Served
Vaughn will continue to serve students from its neighborhood communities including Pacoima, San Fernando and Sylmar.

Current Enrollment (August, 2012)

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<th>Grade</th>
<th>K</th>
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<th>3</th>
<th>4</th>
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<tr>
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<td>160</td>
<td>156</td>
<td>160</td>
<td>150</td>
<td>134</td>
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</tbody>
</table>

2012-2013 Total student enrollment (K-12) 2,420

Enrollment projections
*Vaughn may expand the additional 100 students for 3153 enrollment in the 2017-18 school year provided the appropriate facilities documentation is provided to the district which confirms facility capacity for this amount. If such documentation is not provided enrollment will remain at 3029.

<table>
<thead>
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An Independent Conversion Charter School serving (K-12)
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5     197    217    220    241    240    240
6     198    197    217    220    241    240
7     160    198    197    217    220    241
8     156    160    198    197    217    220
9     160    156    160    198    197    217
10    150    160    156    160    198    197
11    134    150    160    156    160    198
12    117    134    150    160    156    160
TOTAL  2450  2613  2779  2909  3029  3153

2017-2018            FACILITIES          OWNERSHIP
TK,K,1               PrimaryCenter       Pandaland       Vaughn
2, 3                  Lower Elem         g3             Vaughn
4, 5, 6               Upper Elem         Conversion campus       LAUSD
7, 8                  MiddleSchool       Panda Pavilion & Village       Vaughn
9 - 12                High School        VISA           Vaughn

Vaughn expects the student demographics to remain the same.

K-12 Student Demographics (2012-2013)  Number of Students  Percent
Black or African American             24              0.9%
Asian                                  13              0.5%
Filipino                               1               0.04%
Hispanic or Latino                     2,363            98%
White                                  9               0.3%
Two or More Races                      10              0.4%
Socioeconomically Disadvantaged/Title 1 2,363            100%
English Learners (including RFEPs)     1633             67%
Students with Disabilities             182              8%

Meaning of An Educated Person in the 21st Century
Vaughn recognizes that to be an Educated Person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn’s graduates will be:

1. **Academically prepared** to successfully engage in post-secondary coursework and/or career.
2. **Literate and prepared for the 21st Century with mastery of skills** essential to communication and learning both in English and in one or more languages other than English.
3. **Proficient thinkers and problem solvers with** a capacity for mathematical analysis, scientific processing, and logical reasoning.

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4. **Aware of global dynamics with the ability to** become fully enfranchised and participatory global citizens.

5. **Collaborative team members**, receptive to the views of others.

6. **Effective users of technology with the ability to** use a multitude of digital tools for communication, presentation, and data analysis.

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**How Learning Best Occurs**

Vaughn is guided by 5 learning design principles:

1. **Assuring school readiness and a coherent program/instructional plan**— Vaughn serves a large number of economically disadvantaged students and English learners. Extensive outreach and search and find activities are implemented to offer children and their parents resources and early preparation for kindergarten and school. Our primary mission is to increase the student achievement of all learners by setting clear and focused goals that address assessed students’ language and content, strengths and needs. Vaughn delivers resource-rich, standards aligned curriculum and materials. Teachers utilize an array of instructional strategies to provide access to curriculum. Systematic, explicit, intensive, differentiated instruction in reading/English and ELD is provided to build fluency and comprehension across the content areas. Teachers deliver formative, summative, informal and formal assessments to determine student mastery of ELD and state standards. Teachers utilize data from assessments to monitor progress, adjust lesson plans as needed and to accommodate and plan students’ content and language needs. Vaughn staff holds high expectations for student performance and behavior irrespective of socioeconomic status, language ability, disability, gender, ethnicity or race.

2. **Maintain high quality professional preparation and support**— Vaughn has progressively demonstrated growth and improvement in retaining high-quality staff over the last 20 years. Over the years Vaughn has, and will continue its commitment to recruit talented teachers, administrators and support staff, provide induction and ongoing professional development opportunities, implement a Peer Assistance and Review System, implement a rigorous staff evaluation system with performance pay and retain a highly-qualified staff. Vaughn will continue to provide high-quality professional development and support to ensure that all teachers are knowledgeable and skilled in using strategies to make core content accessible to all learners. Vaughn teachers will be knowledgeable of cultural differences and bridge gaps between school and home, as necessary.

3. **Establish small campuses**— Vaughn operates five campuses under one charter. The distributed smaller campuses allow for more personalization, closer relationships with students and families, smaller class sizes, tighter teacher teamwork and mentoring, teacher looping, better administrative oversight and quicker response to needs and changes. Administrators and staff are empowered to make decisions about school organization, instruction, supplementary services and professional development to improve student achievement.

4. **Extend learning time**— Vaughn operates a longer school year (195-200 days) and longer school day. It offers Transition Kindergarten, full-day Kindergarten, integrated visual and performance arts time for students and team preparation time for teachers, blocked scheduling in high school and a modified traditional school calendar with extended school opportunities in summer and winter. Vaughn uses time effectively during the year to
maximize in-depth learning. Vaughn will continue to offer a challenging and relevant curriculum that is coherent, rigorous, rich and meaningful. With extended learning time all students are provided access to the full core curriculum, interventions and the arts.

5. Promote supportive family and community engagement – Vaughn implements strong family and community engagement programs that build leadership capacity and value and draw upon the community to inform, support and enhance teaching and learning for all students. Families feel comfortable interacting with school personnel and are actively involved in advocating and supporting their child’s school success. Vaughn partners with a large array of community agencies to provide integrated social services to students and families. Vaughn students and staff are also engaged in community service including student advisory, apprenticeship, parent focus groups and peer tutoring.

**Mission and Goals**

The mission of Vaughn is to provide all students with an exceptional education that will enable them to be college/career ready and globally and digitally competent. The primary goals are:

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

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

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

**Self-Motivated, Competent & Life-Long Learners**

*Developing Motivated, Lifelong Learners* - Helping children become interested in and excited about learning is one of the most valuable gifts one can offer. At Vaughn, we provide consistent and positive adult role models who assist in helping us create lifelong learners by promoting a sense of higher self-esteem and greater aspirations and expectations for future careers, and an improved sense of community, while teaching respect for diversity and tolerance. Our teachers are enthusiastic about students learning and our students feel safe with them and know that, with effort, they can learn. Our learners are not passive; there is a give and take between our students and their families and teachers and our students actively influence this interaction. Adults from diverse cultural and language backgrounds participate in decision-making committees, receive training, resolve conflicts and assist in making continuous improvements to the Vaughn community. Our students see parents, teachers, and community members working hand-in-hand in classrooms and around our schools. Many of these caring adults have worked with our students since TK/Kindergarten.

*Character Development Programs* – At Vaughn we are working together to be violence-free, abuse-free, and Bully-free. We offer programs such as extensive training provided by the Center on
the Social and Emotional Foundations for Early Learning (CSFEL) supporting social-emotional competence and preventing challenging behavior in young children at the primary level. We also offer the Second Step violence prevention curriculum at the elementary level. In our middle school, we offer our students to ‘Take a Stand’ against bullying, a school peer mentor program, and monthly core values program by grade as follows:

- **6th Grade:** Independent Learning, Homework Help, Test Success, Listening Skills, Managing Stress, Note Taking, Improving Your Reading Skills, Procrastination, Staying Focused, Last-Minute Studying, and Long-Term Learning.
- **7th Grade:** Character for Life, Industriousness and Enthusiasm, Friendship, Loyalty and Cooperation, Self-Control, Alertness and Initiative, Intentness, Condition and Skill, Team Spirit, Poise and Confidence, and Competitive Greatness.

**Counseling and Mental Health** – At Vaughn, we recognize the importance of early intervention which can include case management, crisis, individual and/or small group counseling, and follow-up services. Vaughn counselors and case managers facilitate a “safety-net” team, the Student Success Team (SST), which meets regularly to develop assistance and intervention plans for students being referred by teachers, parent(s), or other staff. This team is responsible for screening referrals (academic and behavioral), developing intervention plans, and facilitating interagency cooperation.

Coordinated services include classroom program accommodations, home visits and home-school activities and collaboration, student and family counseling, parent education, and access to all on-site and community mental health and social-emotional resources. To provide additional assistance and mental health services to our students, our School Mental Health Team is comprised of two full-time school psychologists, three full-time school counselors, two case managers, and various interns from California State University, Northridge. Vaughn is also fortunate to have mental health professionals contracted from or assigned by agencies including El Nido Family Center and Hathaway-Sycamores Child and Family Services.

**High School (Grades 9-12) Service Learning Program** – Students in grades 9-12 are required to provide 120 hours of service learning by graduation. The high school counselor advises on and approves all activities and notifies and seeks approval from parents. The high school counselor also monitors and tracks service learning hours with 30 hours recommended to be completed annually. Approved community-based service learning can be served at any time onsite or beyond the school ground. Service Learning gives students the opportunity to work as a teacher’s assistant in a classroom with younger children, as a peer tutor, in the school office, or an opportunity to work in community, non-profit agencies such as MEND, Children’s Hunger Fund, local churches, as well as governmental organizations such as World affairs Council, polling/voter registration, volunteer at state assemblyman’s office. The program includes:

- Exposure to a career and the world of work
- Development of leadership and role modeling skills
Promotion of personal responsibility  
Cross grade tutoring skills  
Real world experiences that highlight global partnership and interdependence

**Instructional Framework, Research-Based Evidence (All campuses)**

 Vaughn will adhere to the newly adopted Common Core State Standards and will implement the following research-based programs that have been well published and evaluated.

1. Standards-Based Instruction (Grades K-12)
2. Lesson Design - Understanding by Design (Grades K-12)
3. Cooperative Learning and Active Student Engagement (Grades K-12)
4. Differentiated Instruction and Response to Instruction and Intervention (Grades K-12)
5. Internationalized Curriculum and Thematic Approach (Grades 6-12 with future plans to expand to upper elementary grades)
6. Cognitive Development/Critical Thinking - Concept Maps, Depth & Complexity, Bloom’s Taxonomy (Grades K-12)
7. S.T.E.A.M. – Introduce and implement academic programs that focus on Science, Technology, Engineering and Math integrated with the Arts (Grades 4-12)

Simultaneously, we establish long-term staff development which enables teachers to establish and implement a solid tool-kit of instructional practices and skills that will create meaningful and powerful learning environments.

1. **Standard-Based Instruction**

 Vaughn follows all State-adopted learning standards (newly adopted Common Core State Standards (CCSS), National Science Standards to be adopted, English-Language Development (ELD) standards and current state standards) and utilizes state-adopted texts and materials in all core subjects. Standards are embedded across all disciplines and target instruction that engages students and develops their global perspectives. 

 Vaughn’s plan to introduce and implement CCSS includes the following:

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>Actions/Activities</th>
</tr>
</thead>
</table>
| Fall      | • Begin development of local implementation plan based on full implementation of the CCSS system in 2014–15  
• Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014–15 |
- Subscribe to the CDE’s CCSS Resources and Smarter Balanced Assessment System (SBAC) Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation
- Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations
- Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and the Los Angeles County Office of Education
- Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K–8) and develop lessons using resources from the library, internet, and primary source documents

<table>
<thead>
<tr>
<th>2012-2013</th>
<th>Actions/Activities</th>
</tr>
</thead>
</table>
| Fall      | • Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2012–13  
• Support ongoing professional learning to promote transition to the CCSS based upon priorities established in current action plan  
• Schedule vertical articulation for grade and interdepartmental collaboration to improve student literacy across the content areas  
• Continue vertical articulation across all grade levels and content areas |
| Winter    | • Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices  
• Visit STAR Web site for released test questions and constructed responses. Mirror the format into quiz/test questions and writing prompts |
| Spring    | • Utilize online technology readiness tool to evaluate current technology and infrastructure  
• Participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for college and career |
| Summer    | • Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS and establish methods by which Vaughn will communicate the new definition to staff.  
• Participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for college and career |
with a focus on writing across the curriculum
- Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CCSS-aligned lessons
- Engage teachers in analysis of SBAC released test items
- Schedule parent forums to share resources to promote awareness and understanding of the CCSS and new developments regarding CCSS and SBAC systems implementation

### Winter
- Working in grade-level teams, compare/contrast the CCSS with the 1997 content standards and begin to incorporate new CCSS skills into instructional planning
- Engage teachers in professional development opportunities addressing Project Based Learning to facilitate the development of performance tasks that meet the rigor and expectations of CCSS and SBAC
- Continue to participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for college and career

### Spring
- Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS
- Review and utilize the CDE’s supplemental instructional materials list to supplement existing instructional materials
- Continue vertical articulation across all grade levels and content areas with a focus on writing across the curriculum
- Continue to engage teachers in professional development opportunities addressing Project Based Learning to facilitate the development of performance tasks that meet the rigor and expectations of CCSS and SBAC
- Begin to incorporate CCSS into unit and lesson plans
- Conduct site visits at local schools that have demonstrated exemplary performance and implementation of CCSS, Project Based Learning, Writing Across the Curriculum, etc.

### Summer
- Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013–14
- Provide time and professional development that will facilitate the full incorporation of CCSS for the 2013-2014 school year
- Continue to incorporate CCSS into unit and lesson plans

<table>
<thead>
<tr>
<th>2013-2014</th>
<th>Actions/Activities</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Promote local awareness of the assessment transition plan, SBAC</td>
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<tr>
<td>2014—2015</td>
<td>Actions/Activities</td>
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<tr>
<td><strong>Fall</strong></td>
<td>• Provide professional learning to support full implementation of the CCSS</td>
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<td></td>
<td>• Mathematics: support content shifts in K-8</td>
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<td></td>
<td>• ELA: writing informational text</td>
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<td></td>
<td>• General: transition to SBAC assessments</td>
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<tr>
<td><strong>Winter</strong></td>
<td>• Debrief with staff and students all elements of the SBAC summative assessment</td>
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<td></td>
<td>• Using feedback from debriefing, start planning adjustments to instruction</td>
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<tr>
<td><strong>Spring</strong></td>
<td>• Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking</td>
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<td>• For mathematics, utilize word problems to provide students with opportunities to apply mathematical reasoning to real-world problems</td>
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<tr>
<td></td>
<td>• Include performance task assessments for end of unit/chapter assessment</td>
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<tr>
<td></td>
<td>• Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate</td>
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<tr>
<td></td>
<td>• Visit SBAC’s Web pages for information about summative and interim field tests</td>
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<tr>
<td></td>
<td>• Utilize online technology readiness tool to evaluate current technology and infrastructure</td>
</tr>
<tr>
<td></td>
<td>• Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development</td>
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assessments, and purposes of assessment

- Utilize the mathematics curriculum framework as a blueprint for implementation of the mathematics CCSS
- Continue vertical articulation across all grade levels and content areas with a focus on writing across the curriculum
- Utilize the ELA curriculum framework as a blueprint for implementation of the CCSS in ELA
- Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students
- Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities
English language learners are provided instruction utilizing English Language Development (ELD) standards to ensure access to curriculum. Across disciplines, lessons are designed to include dual objectives (content and language objectives aligned to the CA content standards and ELD standards). In addition to a lesson’s content standard, subsequent standards in listening, speaking, reading and writing are included to target a student’s developmental level in English. Vaughn teachers establish multiple objectives in daily instruction in order to ensure that all students grasp the concepts and skills taught throughout disciplines.

Furthermore, we include in our instructional design a sound conception of how to identify big ideas and to establish smart goals and how student learning is going to be assessed (specific, measurable, achievable, relevant, and timely). We ensure that there is integration and convergence across the following parameters: the mission statement, the curriculum, the use of texts and materials, the design of instruction, and the design of assessment. Vaughn begins with an assessment of that alignment.

2. **Lesson Design- Understanding by Design**

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.

- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.

- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

Vaughn teachers receive ongoing professional development in unit development using the Understanding by Design (UbD) model. Teachers determine Essential Understandings and Questions, Skills, Knowledge, and priority standards before developing authentic performance tasks and formative/summative assessments. Teachers work collaboratively in teams to develop units of study following the UbD design and lesson structure.

3. **Cooperative Learning-Active Student Engagement**

Research has consistently shown that students learn best when they are fully engaged. Therefore, Vaughn focuses on ensuring that lesson design includes students working in cooperative groups. In the classrooms, various cooperative learning strategies are employed including having students work in groups of 2 or more in order to develop both academic and social learning. Cooperative learning structures require students to give voice to what they are learning (to write it, speak it, explain and exemplify it to others), and it fosters learning both in the person giving voice and the person responding with questions (questions that, for example, elicit further explanation or clarification from the first student). Students learn how to give one another high quality feedback on their work. Additionally, they learn how to work with each other effectively including comprehending and accepting other’s points-of-view, perspectives, opinions and conflicting viewpoints.

Project-based instruction is highly integrated into our high school curriculum and Vaughn’s goal is to further develop it and implement it schoolwide. Students complete long-term projects which become increasingly complex and build on the experiences of previous years. Scoring guides for the different disciplines and grade levels are developed. Projects consist of a written research report, a major product and an oral presentation.

- **Written research report** – A formal paper that encourages students to develop and demonstrate proficiency in conducting research and writing about a specific topic.
- **Product** – A tangible creation chosen, designed and developed on an item related to the student’s field of study. The product can be a service that would benefit the school or the community. The product should be challenging, demonstrate application of learning, and should reflect that quantitative and qualitative time was spent completing it.
- **Oral presentation** – A formal presentation before a panel of judges. The presentation consists of a speech, an explanation of how learning was applied in developing the product and a discussion of lessons learned.
Vaughn developed a set of “Teaching Standards” used to evaluate teacher performance which includes the element of cooperative learning and student engagement. The purpose of including this element was to ensure that these instructional practices are quantitatively and qualitatively monitored and to guide staff development needs, peer assistance, and teacher evaluation. The teaching standards utilized are based on Danielson’s *Enhancing Professional Practice: A Framework for Teaching*. This framework is based on the Praxis III criteria and influenced by the National Board for Professional Teaching Standards.

4. Differentiated Instruction and Response to Instruction and Intervention (RtI²)

Differentiated Instruction is a method which consists of teaching and learning that meets the needs of all students. It requires educators to look beyond grade level essentials by varying their approach and adjusting their curriculum to provide students access to numerous pathways to the same goal. One of the essential keys to differentiated instruction is that students are consistently provided with varied approaches and choice in demonstrating what they have learned. The objective of RtI² multi-tiered process is to provide all students access to the curriculum so that they successfully achieve grade level standards in the general education setting. The process consists of:

- Screen: using universal screeners and diagnostic assessments to find who is and who is not “at risk” of academic failure
- Teach: highly qualified teachers provide “good first instruction” to all using research-based instructional practices
- Intervene: providing early and targeted intervention to students that may be at risk of academic failure, and intensive intervention to those requiring supplementary practices and materials.
- Progress monitor: checking for progress regularly to determine if students are “responding to interventions” as expected.
- Chart: maintaining records of baseline data and regular progress monitoring to track student learning.
- Adjust: using data, determine if frequency and intensity of interventions should be adjusted to meet the needs of students

This direction was offered through program research and major policy reports. These include:

- National Institute for Child Health and Development studies (NICHD)
- National Reading Panel (NRP, 2000)
- National Summit on Learning Disabilities (Bradley, Danielson, & Hallahan, 2002)
- President’s Commission on Excellence in Special Education

Report findings included the importance of providing the following:

- Differentiated instruction based on student readiness level, interests, and preferred mode of learning
- Multi-tiered approach of intervention
- Frequent progress monitoring
- Increasingly intensive research-based instructional interventions
• Find students with possible learning difficulties after the implementation of effective instructional interventions

Vaughn believes that individualization should be a core component of instruction and implements the three-tiered model of intervention for students in need of additional assistance. Response to Intervention (RtI) is not an instructional program, a curriculum, a strategy, or an intervention. However, when it is combined with differentiated instruction as an antecedent, the strategy (Response to Instruction and Intervention, RtI$^2$) becomes an effective instructional approach. Vaughn implements the following three-tiered Response to Intervention Components as follows:

Tier I
- All subjects, all students
- Core-curriculum
- Preventive, proactive
- Provided by general education teachers in general education classrooms on a daily basis

Tier II – Targeted group intervention
- Some students (at risk)
- Core-curriculum and supplementary materials
- High efficiency and Rapid response
- Provided by select staff of general education teachers, intervention teachers, and resource specialists through co-teaching in the general education classroom and/or in the learning center

Tier III – Intensive, individual intervention
- Individualized instructional goals
- Supplementary materials
- Provided by intervention teachers and special education personnel in the learning center

RtI$^2$ Team (Student Study Team)
- All general education teachers
- 4 Resource Specialist Teachers
- After-school teaching teams, Intersession teaching teams
- K-12th Intervention teachers, DIS specialists (LAS, PT, OT, APE, etc.)
- 2 full-time school psychologists, 4 school counselors and interns
- 1 community based therapist, 2 case managers and interns
5. **Internationalized Curriculum and Thematic Approach**

Results of international comparative studies show that *global literacy* is no longer a luxury but a necessity. If people are to exercise effective citizenship in a democratic society in the 21st Century, they will have to be knowledgeable about global issues. Ensuring basic academic skills for all students, a major focus of educational reform over the past decade is certainly fundamental. But looking ahead in a rapidly globalizing world, we must consider what other knowledge and skills will be important to students’ success as workers and citizens in 21st Century; among these will certainly be international knowledge and skills.

Asia Society’s Partnership for Global Learning’s, Graduation Performance System (GPS) is a tested strategy that enables teachers to systematically integrate rigor, customization, and innovation into curriculum and instruction. Its design is informed by best-practice research on instruction for complex thinking and performance-based assessment in the US as well as in top-rated school systems worldwide. The GPS provides a set of benchmarked 12th, 10th, 8th, and 5th grade performance outcomes and rubrics, aligned with Common Core State Standards, and a professional development program that builds the capacity of educators to guide students to attain the knowledge, skills, and dispositions required for success in the global 21st century.

GPS professional development is centered on the design and implementation of high-quality authentic learning experiences aligned to Common Core State Standards and global competence; performance-based learning and assessment tasks that measure student progress towards proficiency; and digital portfolios that demonstrate student mastery of both college and career readiness and global competence by graduation. By designing personalized strategies for students to not only acquire core knowledge and skills but also apply them to complex problems in a global context, teachers are able to more authentically assess student progress and students themselves become more engaged in learning. Implementing the GPS across the curriculum and across grade levels enables teachers to purposefully tailor their instruction and provide feedback to help students continuously improve their performance.

Our schoolwide implementation plan for Internationalizing Curriculum is as follows:

**Elementary level** - By the 2015-16 school year students in Grades K-3 will receive internationalized enrichment activities integrated into their curriculum. 4th and 5th grade students will receive accurate and engaging materials dealing with global topics integrated into reading programs, social studies curricula and enrichment activities. All elementary grades will develop the values of respect and concern for other cultures and peoples through an integrated cultural performing arts program.

**Middle school level** - By the 2014-15 school year Middle school teachers will be introduced to the 4 Pillars of Global Competencies and complete GPS professional development. Beginning the 2015-16 school year teachers will begin implementing learned practices within all content areas of instruction. Students will study Spanish and be introduced to Mandarin Chinese as world languages.
High school level – Beginning the 2013-14 school year students will be provided opportunities to explore global topics in depth through various subject areas and use information from different sources around the world. All students will take at least 2-years of Mandarin Chinese with an option to take Spanish. Vaughn will maintain an ongoing educational partnership with other schools in other world regions through technology links, travel study and exchange programs.

Vaughn’s International Studies Academy will continue to implement the 4 Pillars of Global Competencies which include the following performance outcomes:

1. Investigate the World: Produce New Global Knowledge
2. Recognize Perspectives: Apply Cross-Cultural Understanding
3. Communicate Ideas: Connect and Collaborate Across Boundaries
4. Take Action: Enact Global Solutions

An internationalized curriculum is best implemented through an integrated, thematic approach. Utilizing big ideas, it links major concepts within various content areas such as language arts, social studies, math, and science. For example, a unit on the rainforest might be developed which enables students to learn in an integrated way about biology, the environment, food supply, the culture of certain peoples and critical global concerns.

6. Critical Thinking - Concept Maps, Depth & Complexity, Bloom’s Taxonomy, Project Based Learning

Vaughn believes that an educated person in the 21st Century should possess the skills necessary that will enable them to apply a range of problem solving and thinking behaviors when confronted with a situation. Critical thinking is a universal need. The set of skills required to succeed at higher levels is essential at all grade levels and in all subjects. Problem solving, an integral component of teaching and learning, is built on the foundation of strong critical thinking. Thus our instructional program focuses on the development of critical thinking skills including the ability to explore the thinking and learning process…meta-cognition. We recognize that in order to develop critical thinking skills it will require the involvement of both teachers and students actively engaged in challenging, relevant and interesting teaching and learning situations. Our staff development plans include a long-term commitment to developing the instructional repertoire and expertise to deliver effective teaching so that effective learning occurs. Included in our plans for on-going staff development training is the use of Concept Maps, Depth and Complexity, Blooms Taxonomy and Project Based Learning.

We have expanded our school day and school year to enhance teaching and learning and to enable us to offer a well-rounded education to our students. Because young adolescence is a time of exploration and wonder we will be moving towards helping students understand their potential by providing them with multiple opportunities to explore the future through a variety of experiences, support and guidance.

Vaughn intends to offer a uniquely designed program of science, technology, engineering and math along with integrated arts (STEAM). This academic program will consist of hands-on, project-based, dynamic activity where analyzing, applying and reconfiguring of knowledge will occur. Classes will be design centers offering robotics, multi-media film and communication, computer
programming and design and other programs fielded and identified as of high interest to our students.

Our goal is to expose, fully engage and inspire our boys and girls to enter these fields of study through the application of real-world concepts, critical thinking, problem solving, team building and the development of presentation skills including the ability to effectively discuss and defend ideas. Our expected outcomes are to better prepare our students to be college and career ready and set on a path to become the next generation of scientists, inventors, engineers and entrepreneurs.

**Meeting the Needs of Diverse Learners**

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through four structures: Grade Level Teams, the Administrative Team, an Intervention Support Team and a Promotion and Retention Team.

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

2. **Administrative Team** - The Team consists of the Executive Director, Directors of each campus, Curriculum Coordinators of each campus, and two part-time Administrative Consultants. The Founding Principal serves as a mentor to the Team. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.
3. Intervention Support Team – The Support Team consists of resource specialist teachers, special education teacher assistants, school counselors and their assistants, case managers and their assistants, mental health therapists, school psychologist, designated instruction service providers, Intervention Teachers, as well as participating administrators. The group meets the last Friday of each month to focus on schoolwide concerns and on the emotional and academic progress of students who are having difficulty accessing grade level standards and instruction. Decisions made include: designing early prevention and intervention programs, establishing individual learning programs, identifying modifications, adaptations and services required, collaborating and partnering with outside agencies, monitoring referrals and follow-up for students and their families, recommending promotion and retention criteria, recommending staff development for identified staff member(s) or school, receiving and responding to parent and teacher concerns and organizing, implementing and monitoring the Student Success Team and the special education referral, assessment and identification process.

4. Promotion/Retention Committee includes the counselor, psychologist, recommending teacher, resource specialist teacher, parent and the grade level administrator. After the student has received interventions through case management and still has not made adequate progress, this Committee reviews the student’s needs and monitors service delivery. In February of each year, the Committee reviews documented progress and directs all possible resources to help students who have not mastered grade-level skills. In May, if the student is still mastering only 60% of the grade-level skills, the Committee recommends retention with a possibility to reverse the decision based on spring testing results and examination of student work. Students who have mastered at least 70% of the grade-level skills are promoted to the next grade. At the high school level, credit deficient students are provided multiple opportunities to earn credits through ESY (Extended School Year) classes, adult education, AVENTA, and Community College courses.

**Economically Disadvantaged Students**

Vaughn participates in a school wide Title 1 Program serving all students at Vaughn. Students are consistently provided with opportunities for high quality instruction. Vaughn provides every student the full range of programs, services, and resources delineated in this document. Full-service delivery includes:

- A rigorous curriculum
- Early intervention, enrichment and accelerated studies
- Meeting needs of students that are achieving substantially below grade level
- Meeting needs of students achieving significantly above grade level at all grade levels
- Use of technology as a teaching and learning tool
- Direct instructional support from bilingual paraprofessionals in primary grades
- Curricular trips and field studies
- Mandatory intersession for all students (Grades K-12)
- Full-time theater arts teacher for elementary grades, part-time art, PE, and music teachers for elementary
- Full-time music, digital/computer classes for secondary students
- Multiple periodic assessment and monitoring of academic and language progress
Extended school day till 6:00 pm and an extended school year of 195 to 200 days.
Highly qualified staff and intensive teacher training and professional growth
Health services including counseling
Full support team with 2 psychologists, 3 counselors, 2 case managers, 4 resource teachers, two early intervention specialists and staff from collaborating agencies
4 full-service libraries with a librarian at each site
Inter-group cultural events and projects
Parent/Family partnerships as well as parents in decision-making committees.
Parent engagement activities and adult education classes on-site.
Family Center services

In addition, Vaughn will adhere to all compliance requirements delineated by the Federal Title 1 Program and all provisions of Federal Regulations (currently NCLB or replacement regulations).

**English Language Learners (ELL)**
Vaughn is required to timely identify potential English Learner students and provide them with an effective English acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) 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), Vaughn shall submit a certification to the District that certifies that Vaughn will either adopt and implement LAUSD’s English Learner Master Plan or implement Vaughn’s own English Learner Instructional/Master Plan. If Vaughn chooses to implement its own EL plan, the instructional plan shall encompass the following:

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

Vaughn will provide to the District’s Charter School Division a copy of its entire, current plan upon request such as during the annual oversight review process.

Vaughn will administer the CELDT annually. Vaughn will also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents and in the home language of the parents (Spanish).

Approximately 750 of our K-12th grade students are English learners with a great percentage enrolled in our K-3rd grades. Less than three percent of our enrolled students remain English Learners by the time they enter ninth grade. All English learners have access to all programs, services and resources described in this document. In addition, Vaughn provides sheltered English
instruction in an Accelerated English Proficiency Program to ensure the smooth, successful, transition into academic English courses. All English Learners have access to appropriate English
Language Development (ELD) instruction. Along with daily, systematic implementation of structured ELD instruction, skills and knowledge in English language development for English learners (included in the California Reading/Language Arts standards and the California English Language Development standards) are integrated into the daily instructional delivery of all core and non-core classes.

During the enrollment intake and annually thereafter, students are assessed with the state-adopted test for English learners (CELDT). Students are also assessed using the Language Observation Task System (LOTS) 2-3 times annually (3x’s in elementary and 2x’s in secondary) to assess development and progress on the ELD standards throughout the year. At each reporting period for elementary, students are evaluated using the LOTS instrument that incorporates an ELD standards rubric. Students’ identified needs determine placement for ELD instruction based on results at each period. Secondary students are assessed twice annually at the end of each semester and results help determine placement on master schedules. Grade level teacher teams articulate language needs on an on-going basis. Teachers meet or communicate/exchange information a minimum of one time monthly to articulate and share EL students’ progress on targeted ELD standards identified on the LOTS. Secondary EL student work samples are shared on google docs to assist in the evaluation of student progress on the LOTS. All school site administrators monitor EL student progress at their respective campuses throughout the year to see if standards and/or criteria have been met. The elementary program has an assigned administrator that is responsible for EL monitoring and secondary programs have an ELD coach that assists with monitoring. Analysis is made after every grading period and after CELDT and CST results are received to see if EL students have met the criteria to be reclassified. An assigned administrator is responsible for handling and reviewing all RFEP candidates schoolwide and of ensuring that all criteria have been met and that all associated documentation and communication have been completed.

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

Vaughn provides newcomers with additional support including after school tutoring, small group instruction and pull-out instruction, one-to-one coaching and other extended learning opportunities. Instructional delivery techniques emphasize the use of sheltered content instruction (SDAIE) and acceleration in academic literacy. SDAIE strategies are presented as appropriate for all students, not just second-language learners, as they strive to develop both basic and advanced literacy levels. These strategies include but are not limited to:

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

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade-level content standards. Strategies will include:

• Scaffolding - teachers observe their students and gradually make them accountable for their own thinking by modeling, demonstrating, bridging, contextualizing abstract concepts, building schema, developing meta-cognition and self-monitoring, re-reading text and presenting material in a variety of ways.
• Complex reading - teachers help students practice and apply academic language proficiency through frequent oral reading containing advanced vocabulary, choral reading, tutorial reading, reader’s theatre, classroom community reading, cooperative and independent reading of advanced materials and research.
• Complex writing - teachers help students practice and apply academic language proficiency through writing of topical drafts, by utilizing concept maps, special-interest writing, writing with a scribe, quick writes, essay writing, process writing, academic journals and by providing explicit language lessons.

Reclassification Process

 Vaughn reclassifies a pupil from limited English to proficient in English by using a process and criteria that include, but are not limited to:

1. Assessment of English language proficiency (CELDT) - An overall score of 4 or 5 and no less than a 3 in all four areas assessed.
2. Pupil’s performance in basic skills must demonstrate that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English – Must score Basic or above on the CST in reading and math
3. Teacher evaluation that includes, but is not limited to, the pupil’s academic performance in Language Arts/English – Must receive a report card grade of 3/C or better
4. Parent opinion and consultation during the reclassification process – Parents are notified and invited to participate in the reclassification process.

 Vaughn will update information in its data base system and will update and maintain information in the pupil’s permanent cumulative record.
An Independent Conversion Charter School serving (K-12)
A California Distinguished School       A National Blue Ribbon School       W.A.S.C. Accredited

Vaughn will continue to monitor the student’s progress for a minimum of two years or until student
is able to successfully demonstrate proficiency in the state’s standardized test in English for two
years.

Gifted and Talented Students

Vaughn will continue to further develop and implement a GATE Program in which identified
students are provided with qualitatively differentiated instruction and services. Vaughn holds the
following beliefs:

- Students classified as gifted/talented display a wide set of characteristics, including
  underachievement.
- Gifted/talented students need various intervention strategies including classroom program
  modifications, counseling and accelerated and enrichment activities.
- Gifted/talented students require consideration of instructional placement in class offerings
  and master scheduling. Gifted students are clustered in teacher teams or offered honors, AP
  classes, early college opportunities and high-interest coursework or classes (i.e., robotics,
  Mad Science, digital lab, environmental science, art, music/band/choir, performing arts).

GATE coordinator and designated administrator assist in search and find procedures annually
(especially in identifying underachieving potentially gifted/talented students who come from
disadvantaged environments).

The identification of students who are gifted and talented will be performed by a variety of
methods. Our school psychologists conduct traditional and nontraditional assessments and interpret
results also taking into consideration those students who may be underserved due to
underachievement and the effects of living in disadvantaged environments. Our
GATE committee screens referrals and assists in determining eligibility under alternative categories
such as High Achievement and Specific Academic areas. Our psychologists participate and receive
training from LAUSD and follow all protocols and identification criteria established by LAUSD.

Assigned GATE coordinator and designated administrator help monitor the academic progress and
emotional well-being of identified and referred GATE students. Our Curriculum and Instruction
Committee annually assesses all special population programs school wide to survey and identify
ways to implement improvements to each program including GATE. Vaughn does not utilize the
district for GATE testing.

Our teachers will:

- Create a learning environment in which gifted/talented learners can use their strengths to
develop interpersonal and intrapersonal abilities, risk new ideas of thought and action, and
feel challenged. Gifted students are provided leadership opportunities and activities that
develop and enhance their skills (Student/Leadership Council (Gr. 4-12), Leadership Camp
(Gr. 6-8), Mentors/Tutors (Gr. 6-12), Clubs, World Council (Gr. 9-12). High interest
special programs and classes will be offered such as robotics, scratch, music (choir,
orchestra, band, piano), sports, journalism in Grades 6-12, and Mad Science, Theatre, Art,
Choir in Grades 2-5. High interest field trips will also be organized and provided to all
GATE students (current trips include JPL, museums, Lego fairs and robotics competitions, Music Center performances, science fairs, college visits)

- Receive training to acquire the knowledge and understanding of the cognitive, social, and emotional characteristics and needs of gifted/talented students. Our GATE coordinator and designated teachers will continue to attend conferences/workshops offered by LAUSD, California Association for the Gifted, Central Cities Gifted Children’s Association, SDE’s National Conference on Differentiated Instruction and CSUN. Curriculum committee will schedule staff development training on meeting the needs of gifted students school wide.

- Form flexible instructional teams that apply integrative approaches and connections in curricular areas that are organized by issues, problems and ideas. Elementary GATE students will continue to be clustered within teacher teams and provided frequent opportunities to work in cooperative group activities that help challenge and motivate them to move above and beyond. Secondary students will be involved in project-based learning and in local and global issues and will also be frequently involved in cooperative group activities. Classes for secondary students will be offered that provide students access to challenging curriculum through Honors, AP and Early College coursework.

- Support the development of creativity in all aspects of thinking and expressing talent through products, projects, presentations. Lessons plans across all subjects and grades will incorporate concept mapping, critical thinking through depth and complexity, critical questioning and will involve students in public speaking activities.

- Provide gifted/talented learners opportunities to develop the skills of higher-level cognitive thinking, integration of multiple intelligences, self-direction, and self-evaluation. Lesson plans will include multi-modal opportunities and strength-based activities. Metacognitive Journals are implemented at the high school and Reflection Journals are utilized at the Middle School. Rubrics are utilized schoolwide that allow students the opportunities to self evaluate assignments/presentations/projects.

- Design modifications of instructional strategies to implement the core content standards appropriate to meeting the individualized needs of all gifted/talented students. Universal Access Challenge materials will be utilized along with project-based assignments that differentiate instruction. Underachieving gifted students will be monitored by GATE coordinator and school site administrators and will be targeted for interventions as necessary. Gate students identified as lacking appropriate social cognition skills or experiencing emotional problems will be referred and will receive counseling as appropriate.

- Involve parents and families in collaborative, authentic projects that engage the entire family and incorporate higher order thinking.

- Select and use appropriate materials, universal access resources and technology. Challenging resources and technology suggested for use will be budgeted and provided.

**Students in all Grades Achieving Substantially below Grade Level**

Students schoolwide, who are achieving significantly below grade level are identified through frequently scheduled data analysis which involves the classroom teacher(s), grade level administrator, intervention teachers and special education staff. Students who are achieving
substantially below grade level at all grade levels will be provided with maximum opportunities to learn which include the following:

- Receive re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through blended learning in our computer labs
- Receive targeted, explicit instruction provided by intervention teachers and resource personnel
- Receive afterschool tutoring by supplemental education service providers
- Participate in afterschool, before school, Saturday tutoring provided by Vaughn staff
- Receive one-to-one peer tutoring support provided by Mathletes (high school), Mentors (middle school)
- Receive support through our home-school connection activities
- Participate in intersession instruction available to all students
- Participate in double block English and math (middle and high school students)
- Enroll in credit recovery coursework offered by San Fernando Kennedy Adult School, Northeast Valley Occupational Center, Mission College or Aventa online learning
- Participate in the school-wide “Response to Intervention” Tiers 2 and 3 services (refer to previous section titled, Differentiated Instruction and Response to Instruction and Intervention)

All targeted, explicit instruction, reteaching, tutoring opportunities, additional classes, resources and support will be provided to students achieving significantly below grade level in language arts and math. All elementary and secondary math teachers will receive staff development in math strategies. Secondary math teachers will receive math training and coaching and will be provided opportunities to observe schools and classrooms where model programs and effective math instruction has been cited.

Specific strategies to accelerate the learning of students who are achieving substantially below grade level include:

- Systematic and structured instruction that scaffold essential skills
- Extensive skills-based practice
- Writers’ conference
- Intensive vocabulary building
- Strategic and explicit reading instruction
- Individualized digital learning

Monitoring of student progress is the responsibility of the classroom teacher(s), the intervention teacher and the school site administrator. Support personnel assist by providing on-going feedback on services provided. Regular progress monitoring is scheduled to assess a student’s response to the interventions implemented. Frequency of monitoring varies on individual student need and may occur as often as once a day to a minimum of once a month. When students are referred to case management, all identified support staff members meet to discuss progress during established calendared timeline.
Students with Disabilities
For students who qualify for special education, Vaughn will comply with all state and federal laws under the Individuals with Disabilities Education Improvement Act.

Special Education Program
Vaughn will adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Vaughn will ensure that no student otherwise eligible to enroll Vaughn will be denied enrollment due to a disability or to Vaughn’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at Vaughn.

SELPA Reorganization
Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Vaughn will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Vaughn 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.

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education 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 will begin in the 2013-2014 school year which requires all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA.

Prior to an Option election, all District authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a 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.

Compliance with Child Find Activities for Conversion Schools
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who

1 Vaughn will apply to participate in LAUSD’s Option 3 and will begin implementation July, 2013 pending District Board approval
have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data. Vaughn will cooperate with the District as other components of ISIS are developed and implemented.

**Search and Serve Activities**

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

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

- **Information Distribution** – Vaughn provides information to families and the surrounding community via the school website, pamphlets, posters, and informational forums hosted by the Partnership Committee to comply with the child find federal mandate.

- **Teacher Home Visits** - “Home visiting” teachers report all un-served children and youth with disabilities to Vaughn’s Special Education Coordinator.

- **Site-Based Clinic Search and Serve** - The Los Angeles County Department of Health positions a team of health care professionals at Vaughn’s school-based clinic daily via its Valley Care Program. The team provides primary care, CHDP, immunization, laboratory services and episodic care to students and their siblings, as well as to children from neighboring schools serving low-income families. Clinic doctors and nurses provide search and serve medical service referrals to the school for identification and services.

- **Support team** – Full time school counselors, full time school psychologists, administrators, counselors, counselor assistants, case managers, case manager assistants, interagency staff, part-time registered school nurses, nurse assistants and university counseling interns help children and families deal with many stressors including depression, suicide, abuse, domestic violence, separation, and death. Service delivery is extended to siblings. In the process of assisting a family, the support team conducts seek and serve to assure that un-served students and/or siblings receive immediate attention.

- **Enrollment Intake and Family Orientation** - All new enrollees and their families meet with a parent advocate (one-on-one) as part of the enrollment process. During the orientation, parents are informed of the services provided by Vaughn including special education instruction and services. Students with pre-existing or active IEPs from other schools are referred immediately to our Special Education Gatekeeper and/or school site administrator for arrangement of appropriate placement and service delivery.
Attendance, School Day/Year, School Calendar and Daily Schedules

Small and Personalized Campus

Vaughn is divided into 5 campuses with projected enrollment as follows:

*Vaughn may expand the additional 100 students for 3153 enrollment in the 2017-18 school year provided the appropriate facilities documentation is provided to the district which confirms facility capacity for this amount. If such documentation is not provided enrollment will remain at 3029.

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2017-2018 FACILITIES OWNERSHIP

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<td>Lower Elem</td>
<td>Vaughn</td>
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<tr>
<td>9-12</td>
<td>600-772</td>
<td>High School</td>
<td>VISA</td>
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Students at each grade level are grouped heterogeneously in small learning teams and in organized programs that support personalized learning. Each team is located in one area or building. The teams provide the small physical setting needed to improve student-adult relationships, attention to needs, discipline, attendance and access to technology and instructional support.

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Small Class Size
Class size will be kept to: 20:1 (K-3), average of 27:1 (Grades 4, 5), and average of 27:1 (Grades 6-12). This ratio provides opportunities for substantial interaction between teacher and student and for coaching, cooperative learning, personalized instruction and social support. In addition, block scheduling utilized at various grade levels maximizes extended time for instructional purposes and performance based learning. The instructional schedules provide teachers with the time blocks needed to accomplish various objectives. Blocks of time will differ, based on the grade and nature of the instructional tasks.

Longer School Year and Longer School Day
Vaughn will offer, at minimum, the number of instructional minutes set forth in Education Code 47612.5. Vaughn’s longer school day will provide additional time for enrichment and personalized instruction and support. Vaughn will also continue to offer students 180 days of regular instruction and an additional 20 days of extended school year (ESY) services (currently 15 days due to budget constraints).

Grade K 8:10 a.m. – 2:20 p.m. (180 days), and 8:10 a.m. – 12:30 p.m. (15-20 additional days for all students)
Grade 1 8:00 a.m. – 2:35 p.m. (180 days and) 8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)
Grades 2, 3 8:00 a.m. – 2:50 p.m. (180 days), and 8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)
Grades 4, 5 8:00 a.m. – 3:00 p.m. (180 days), and 8:00 a.m. – 12:30 p.m. (15-20 additional days for all students)
Grades 6-8 7:45 a.m. – 3:20 p.m. (180 days) and 7:45 a.m. – 12:30 p.m. (15-20 additional days for all students)
Grades 9-12 7:45 a.m. – 3:25 p.m. (180 days), and 7:45 a.m. – 12:30 p.m. (15-20 additional days for selected students)

Tuesdays – shortened days for staff development, all students are dismissed at 1:20; Afterschool program is open till 6:00 p.m.

Vaughn will offer, at minimum, the number of minutes of instruction set forth in Education Code 47612.5. Instructional minutes are established as follows:

- Kindergarten = 55,930 minutes
- Grades 1-5 = 60,190 minutes
- Grades 6-8 = 66,010 minutes
- Grades 9-12 = 66,156 minutes

****2013-14 school calendar attached
Federal Regulations Related to Student Achievement and Credentialing
Vaughn will adhere to all compliance requirements delineated by the Federal Title 1 Program and all provisions of the No Child left behind Act (NCLB) or replacement regulations.

Teacher Credentialing
Vaughn will meet all requirements for employment set forth under NCLB or its replacement regulations, including, but not limited to teacher credentialing.

Curriculum, Instructional Strategies, Instructional Materials
School Readiness Center (PandaLand): Grades, K, 1
PandaLand serves 500 Transition Kindergarten, Kindergarten, and Grade one students. The curriculum focuses on developing school readiness, early literacy, and early content area instruction and socialization skills.

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

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

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

Family involvement is very important to a child’s success therefore, active participation in a child's educational journey is encouraged both at school and at home. Home visits, conferences, family projects, parent trainings and other home/school partnership activities are regularly scheduled throughout the year. We recognize that communication between home and school is essential in helping children succeed therefore all efforts are exerted to encourage family involvement. This includes ensuring that all communication is provided in the home language of our students.
The Vaughn School Readiness Center- Primary Center (K-1)

Our school continues to offer a full day Kindergarten program. We currently have 12 classrooms with 20 students in each class. We consistently function at full capacity with 240 students in Kindergarten and 240 students in First grade.

Both Kindergarten and First grade teachers use a team teaching approach to help with differentiating instruction throughout the morning and afternoon for Language Arts and English Language Development. Teachers meet weekly to unit plan, discuss student’s progress and set student learning goals. Kinder and First grade teachers use student data dashboards and collaborate monthly to determine targeted strategies and best practices that will help address the needs of all students in a timely manner. All staff at our readiness center has been trained in using the CESFEL (The Center of Social and Emotional Foundations for Early Learning) strategies to support positive behavior in students as well as to support social and emotional development. An afterschool program is available to our Kindergarten and First grade students.

The academic instruction offered our Kindergarten and First grade students is rigorous and aligned to state standards and common core standards. As a span school, we are able to see a broader view of a child’s overall development: we look at the students in terms of not only his/her success in early grades, but understand that we are building the foundation for the child’s future success up to high school graduation and beyond. Powerful dialogue and vertical articulation occurs between teachers at the readiness center and school wide which not only assists us in identifying grade level needs but also, areas requiring attention and improvement in our educational program overall.

From the moment our students enter our doors and start their education with us, our focus is to help prepare them to be college and career ready. Being a span school allows us to build firm, long-term relationships with families so that in turn a partnership is nurtured that endeavors towards a common mission. Together, we are able to maximize learning so that our students are successful academically, physically and socially.

PandaLand serves 500 Kindergarten and Grade 1 students. The curriculum continues to develop school readiness, early literacy, and early content area instruction and socialization skills.

### Curricular materials Used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Eng/Lang Arts</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Supplemental</th>
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</table>
Instructional strategies used:

- A cohesive program with extensive time blocks (2hrs for language arts/1hr for math) is devoted to literacy and numeracy skill development.
- 45 minute ELD sessions, English Language Development/Specially Designed Academic Instruction
- Team teaching
- Learning center activities (computer-based learning, word building, listening center, phonics, library, writing, art)
- Use of manipulatives
- Use of Technology (computer lab/ELMOs/Smartboards, computers in the classrooms)
- Academic vocabulary/language development/lesson development incorporates of content and language objectives
- Use of graphic organizers, thinking maps, word walls, focus walls
- Implementation of Blooms Taxonomy and Depth and Complexity
- Instruction through physical response, music, drama, plays, movement education, Kagan structures, chants/poems/songs
- Lexile/Diagnostic assessment measures using McGraw Hill series/Benchmark, LOTS, observation logs
- Full use of school library

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<thead>
<tr>
<th>Kindergarten Schedule</th>
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<tbody>
<tr>
<td>8:00-8:30 Breakfast</td>
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<tr>
<td>8:30-9:00 Opening Routines</td>
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<td>9:00-9:15 Literature</td>
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<tr>
<td>9:15-10:15 Language Arts Centers</td>
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<td>10:20-10:40 Recess</td>
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<td>10:45-11:45 Math</td>
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<tr>
<td>11:45-12:25 ELD/Avenues</td>
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<tr>
<td>12:25-1:05 Lunch</td>
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<td>1:10-1:30 Writing</td>
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<tr>
<td>1:30-2:10 Science/Social Studies</td>
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<td>2:10-2:20 Dismissal</td>
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<th>First Grade Schedule</th>
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<tbody>
<tr>
<td>8:00-9:30 Language Arts teaming</td>
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<tr>
<td>9:30-10:45 Phonics/Read Aloud/Journal (recess times are embedded in there)</td>
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<tr>
<td>10:45-11:25 ELD</td>
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<tr>
<td>11:35-12:15 Lunch</td>
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<tr>
<td>12:15-1:15 Math/calendar</td>
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<tr>
<td>1:15-1:40 Writers’ Workshop</td>
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<tr>
<td>1:40-2:30 Science/Social Studies/PE</td>
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Lower Elementary (G3 for Global and Green Generation): Grades 2, 3

G3 will enroll up to 500 Grades 2 and 3 students. The majority of our grade 2-3 students are identified as English Language Learners. G3 will provide strong foundational skills and create classroom environments that facilitate learning as an interactive process. We have adopted the concept of classrooms without walls or Learning Pods. Teachers will work collaboratively through team teaching and common planning and preparation time. Students will be able to increase their academic skills through this teaming approach. The focus of the team structure is to develop a collaborative model as well as flexibility in student grouping. In this approach, three to four teachers share a learning pod. Students rotate to the different stations throughout the day to receive direct instruction, independent practice, reteaching, and blended learning opportunities on the computer. Teachers co-teach in the core subjects of Language Arts, Math, Science and Social Studies. All teachers teach ELD at a common scheduled time in order to group students according to developmental level of English language development. All teachers provide small group instruction to identified students requiring intervention during computer lab time.

G3 students will also have a block devoted to blended learning. An online lab will be available where students will engage in online learning on an individualized basis to supplement, challenge or remediate instruction in language arts and/or math. Teachers will have the ability to access assessment data on demand in order to have up-to the minute information on student performance. Also, through collaboration and planning, teachers will be able to identify instructional needs and differentiate instruction in a timely manner for each individual student. During the blended learning block time, students will be offered the opportunity to work on online programs, read leveled books or receive small group instruction from a teacher. We currently are utilizing Scholastic Reading Inventory, Scholastic Reading Counts, Ticket to Read, IXL, and additional programs free to the public that provide practice in basic math facts, phonics and grammar. Our Curriculum and Instruction Committee is currently researching software and on-line programs that have been proven to provide results, so that we can add them to our lab.

Another important feature of G3 is the embedded planning time for teacher teams which will provide time and opportunity to expose our students to the arts. Teacher teams will have a common planning period that will allow them to plan, collaborate, analyze data and share best practices. During the team planning time, Enrichment Teachers will provide extended learning in dance, music, visual arts and P.E. This component will provide our students with the opportunity to actively participate in the creative process and to receive an infusion of cultural perspectives through the arts. Students will be able to access prior knowledge, build vocabulary, develop public speaking skills, develop the ability to express the self through language, form and movement, and will allow the integration of standards across all disciplines. Our goal is to enhance academic achievement by using the arts to ignite imagination and inquiry, increase motivation, involve and sustain active engagement and to share and explore the cultures of our world.
Curricular materials used:

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<tr>
<th>Grade</th>
<th>Eng/Lang Arts</th>
<th>Math</th>
<th>Social Std</th>
<th>Science</th>
<th>Supplemental</th>
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Instructional strategies used
- Intensive basic skills: reading, writing, listening and speaking, academic English, mathematics, scientific methods, social studies/geography
- Supplemental ELD instruction using Avenues and McGraw-Hill ELL Materials
- Universal access materials for instructional support of all learners
- Blended approach: use of learning labs, technology, etc
- Lesson Design utilizing UbD
- Use of Content and Language Objectives for all lessons
- Instruction through the use of KWL, Word Walls, Thinking Maps, Concept Maps and Thematic Focus Walls, Depth and Complexity
- Student Engagement strategies – Kagan’s Structures
- Grade level instructional teaming; common planning and prep time for teaching teams
- Thematic instruction with connections to Science and Social Studies
- Writing Across the Curriculum
- Performing arts/world culture program (integrating standards and language)
- Public speaking opportunities (i.e., classroom and schoolwide oral presentations, schoolwide poetry reading competitions)
- Reading incentive programs
- Mad Science (Science enrichment program)
- Teacher collaboration and lesson sharing
- Use of pre and post test assessments of Reading and Writing skills.
- Data teams for assessment and intervention planning
- Parental involvement in Homework Reading and Writing Projects
- Library/media programs

An example of one Learning Pod Schedule:

<table>
<thead>
<tr>
<th>8-8:50</th>
<th>8:50-9:40</th>
<th>9:40-10</th>
<th>10:00-10:50</th>
<th>10:50-11:40</th>
<th>11:40-12:20</th>
<th>12:20-1:10</th>
<th>1:10-2:00</th>
<th>2:00-2:50</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Writing</td>
<td>Recess</td>
<td>ELD</td>
<td>Math</td>
<td>Lunch</td>
<td>Enrichment</td>
<td>Online Lab</td>
<td>Science/ Social Studies</td>
</tr>
</tbody>
</table>

12/17/2012
Upper Elementary (Conversion Main Campus): Grades 4, 5

The Conversion Campus currently enrolls 500 Grades 4 and 5 students. It provides strong preparation to ready students for the transition to Middle School. The upper elementary program continues with the collaborative efforts of team teaching, common planning time and performing and visual arts enrichment classes. Intensive focus is placed on developing writing skills across all genres and content areas and on the skills necessary to successfully reclassify our English learners. In the computer lab, students will learn key-boarding skills, Microsoft Word, Power Point, and research skills.

All teachers will provide skill specific differentiated instruction according to ELD levels across the grade level. 5th grade students receive extended math instructional time addressing the high volume of calculation, critical thinking and problem solving skills needed in preparation for middle school. The arts teaching staff will plan and implement student lessons that enrich culturally diverse literature units presented by classroom teachers in addition to exposure to character development and a global perspective.

Students will be given opportunities to enhance their oral language development as they prepare for special presentations. A literacy coach will work with 4th and 5th grade teachers to provide mentoring and to provide extra support in differentiated instruction for students. Physical Education classes will be led by PE specialists providing aerobic and kinesthetic activities to students in preparation of the 5th grade Fitness Gram while simultaneously, enhancing the students’ health and well being.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Eng/Lang Arts</th>
<th>Math</th>
<th>Social Std</th>
<th>Science</th>
<th>Supplemental</th>
</tr>
</thead>
</table>

Instructional strategies used:
- Infused multi-level writing activities throughout the school day stressing the writing process, with an expectation that students will be asked to generate written material at least three times daily. That may include writing in a journal, revising projects at different stages of the writing process, working on letters or other correspondence
- Academic English and content vocabulary throughout all areas
- Instruction through the use of KWL, Word Walls, Thinking Maps (Concept Organizers) and Thematic Focus Walls
- Grade level instructional teaming; common planning time for teams
- Grade level team teaching in Science and Social Studies
- Universal access materials for instructional support
- Wireless laptop mobile lab
- Computer lab with 2 T.A.’s
- LCD projector for every classroom
- Performing arts/world language program for standards reinforcement
- Technology, Learning Lab support for intervention programs
- School-wide academic competitions (poetry, math skills, spelling)
- School-wide arts showcase (talent show, art walk, plays, performances)
- Student Council
- Reading incentive programs
- Mad Science (Science enrichment program)
- Parental involvement in Homework Reading and Writing Projects
- Increased use of information texts
- Nutrition & Cooking lessons/demonstrations

An example of an Upper Elementary Block Schedule:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ELA</td>
<td>ELD</td>
<td>Recess</td>
<td>ELA</td>
<td>Lunch</td>
<td>Math</td>
<td>Enrichment (Theatre/Visual Arts/Dance/PE)</td>
<td>Social Studies/Writing</td>
<td>Science/Computer Lab</td>
</tr>
</tbody>
</table>

Middle School: (Grades 6-8)

**Middle School for International Studies and Technology at Vaughn (M.I.T. @ Vaughns)**

M.I.T. serves approximately 500 students with emphasis on international studies and the use of technology as an instructional and learning tool. M.I.T. provides middle school students with a small learning environment and flexible grouping in order to strengthen the acquisition of subject matter and the application of skills and study habits essential to meeting high academic standards. An extensive advisory and peer mentoring program is embedded within the school day to provide social and personalized support during their transition into adolescence with a strong emphasis on college preparedness and character development. In addition, there is a collective schoolwide effort to improve the physical condition of students through fitness and nutritional awareness.

M.I.T. is a member of the International Studies Schools Network (ISSN) and strives to develop college-ready, globally competent students. Through the use of technology students are engaged in lessons that enable them to become active learners and critical thinkers. Students are given many opportunities to engage in critical thinking and inquiry by learning through the use of concept maps. Instruction is delivered using Understanding by Design (UBD) lesson planning and through the use of multiple types of digital tools.

Students that are not proficient in English or Math are supported through an additional hour of
identified subject matter need within their school day. Students who need intensive support in 
English are placed in the Read 180 lab. The goal of the Read 180 lab is to provide a two hour block 
of time (one period of English and one period of lab time) to strengthen students’ literacy skills and 
to help them gain proficiency. In mathematics, students who require intensive intervention are 
provided support through an additional hour of blended math instruction. These students receive 
small group instruction and support utilizing the Aleks program. Aleks is a researched based, on-
line computer program that helps strengthen students’ mathematical skills.

Vaughn’s sixth grade team is composed of two teacher teaming pods that serve a total of 200 
students. Our 7th and 8th grade teams are made-up of single subject core teachers serving students 
assigned to classes on a master schedule. All middle school students are able to participate in 
elective courses. Our electives include: Spanish, Piano, Band, Orchestra, World Arts & Cultures, 
Journalism, and Computers. We also plan to add an introduction to Chinese through a visiting 
scholars program.

**Curricular materials used**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Subject</th>
<th>Texts Used</th>
<th>Supplemental Curricular materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>English</td>
<td>McDougal-The Language of Literature</td>
<td>Bridges to Literature – Level 1</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>Pearson-Prentice Hall- Grade 6 Math</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Social Science</td>
<td>Holt World History Ancient Civilizations</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>Pearson-Prentice Hall- Focus on Earth Science</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English</td>
<td>McDougal–The Language of Literature</td>
<td>Bridges to Literature – Level 2</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>Pearson-Prentice Hall- Pre-Algebra</td>
<td>Key Concepts Practice</td>
</tr>
<tr>
<td>7</td>
<td>Social Science</td>
<td>Holt- Medieval to Early Modern Times</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Science</td>
<td>Pearson-Prentice Hall- Focus on Life Science</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>English</td>
<td>McDougal–The Language of Literature</td>
<td>Bridges to Lit. level III Various novels</td>
</tr>
<tr>
<td>8</td>
<td>Math</td>
<td>Pearson-Prentice Hall- Algebra 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social Science</td>
<td>Holt- United States History Independence to 1914</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Pearson-Prentice Hall- Focus on Physical Science</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>All</td>
<td>Bellwork</td>
<td>Test prep and review</td>
</tr>
</tbody>
</table>
Instructional strategies used:

- Applying thinking skills: critical thinking, creative thinking, decision making, logic and problem solving, meta-cognitive skills and quantitative reasoning
- Integrate personal qualities skills: responsibility, self-esteem, empathy, integrity, self-motivation, interpersonal and intrapersonal skills
- Use of flexible grouping: direct instruction, discussion groups, literature circles, field learning, cooperative learning groups, interest learning groups, skill-based groups, individualized instruction, student demonstration, blended technology-enabled learning, interdisciplinary thematic curriculum integration, differentiated instructions
- Quarterly Assessments in ALL Subjects
- Intensive writing Program
- 2 Hour English block for identified students, 2 Hour math block for identified students
- Specialized Character Development Program for Adolescents
- Wireless Laptop Mobile Lab
- Computer Literacy Course
- Literary Analysis Course
- Integration of English & History Standards
- Music Keyboarding Program for Grade 7th-8th students
- Band and Orchestra Program
- Service Learning, Advisory Program
- Daily sustained silent reading
- Optional Band program for 7th – 8th grade
- Interscholastic sports program
- World language
- Online math enrichment (Aleks)
- Academic Network and Tutoring Enrichment Program

6th Grade Learning POD Teacher Schedules:

<table>
<thead>
<tr>
<th>POD 1</th>
<th>Time</th>
<th>Tchr #1</th>
<th>Tchr #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE</td>
<td>Science</td>
</tr>
</tbody>
</table>

6th Grade Learning POD Student Schedules:

<table>
<thead>
<tr>
<th>POD 1</th>
<th>Time</th>
<th>Tchr #1</th>
<th>Tchr #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE</td>
<td>Science</td>
</tr>
</tbody>
</table>
Students in Grade 6 rotate between two teachers for instruction in all content areas. Physical Education is provided by a credentialed physical education teacher during the 6th grade teachers’ planning period. Electives are offered to all students. Current electives include World Art/Cultures and Computer Science.

Students in Grades 7 and 8 rotate through 6 periods on regular days. 7th and 8th grade teachers provide single subject instruction on a master schedule.

**Schedule for a 7th grade student:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:21</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:23 - 9:22</td>
<td>Period 1 - English</td>
</tr>
<tr>
<td>9:24 - 10:23</td>
<td>Period 2 – Algebra Readiness</td>
</tr>
<tr>
<td>10:23 - 10:38</td>
<td>Nutrition</td>
</tr>
<tr>
<td>10:38 - 11:37</td>
<td>Period 3 – Life Science</td>
</tr>
<tr>
<td>11:39 - 12:38</td>
<td>Period 4 - History</td>
</tr>
<tr>
<td>12:38 - 1:18</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:20 - 2:19</td>
<td>Period 5 – Spanish/Music</td>
</tr>
<tr>
<td>2:21 - 3:20</td>
<td>Period 6 – Computers/Journalism</td>
</tr>
</tbody>
</table>

**Schedule for an 8th grade student**

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:21</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:23 - 9:22</td>
<td>Period 1 - English</td>
</tr>
<tr>
<td>9:24 - 10:23</td>
<td>Period 2 – Algebra/Algebra Readiness</td>
</tr>
<tr>
<td>10:23 - 10:38</td>
<td>Nutrition</td>
</tr>
<tr>
<td>10:38 - 11:37</td>
<td>Period 3 – Physical Science</td>
</tr>
<tr>
<td>11:39 - 12:38</td>
<td>Period 4 – US History</td>
</tr>
<tr>
<td>12:38 - 1:18</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:20 - 2:19</td>
<td>Period 5 – Spanish/Music</td>
</tr>
<tr>
<td>2:21 - 3:20</td>
<td>Period 6 – Computers/Journalism</td>
</tr>
</tbody>
</table>

**High School: (Grades 9 – 12)**

**Vaughn International Studies Academy (V.I.S.A.)**

VISA serves 600 students. Its curriculum is standards-based and uses globally themed units of study. The units are interconnected across disciplines when appropriate, and are organized around big ideas and essential questions. Teachers regularly use standards aligned resources and units of study that are drawn from a wide variety of global sources (e.g. articles, biographies, primary sources, fieldwork). Vaughn provides intensive guidance to every student to assure that they complete all course requirements.
Internationalized Curriculum and Instruction

Vaughn International Studies Academy (V.I.S.A) is a member of the International Studies Schools Network (ISSN) since 2004. ISSN was created in 2003 by Asia Society. It is a national network of design-driven public schools with the goal of developing college-ready, globally competent high school graduates. “The ISSN responds to two intertwined imperatives facing American education. The first is overcoming the chronic problem of poor academic performance among low-income and minority students. The second is preparing students for work and civic roles in a globalized environment, where success increasingly requires the ability to compete, connect, and cooperate on an international scale.” - Asia Society

The ISSN school design and learning system includes:

- An intellectual mission focused on international studies that targets educational excellence for every student.
- A curriculum that meets state standards and integrates international content throughout all subject areas.
- Engaging, inquiry-based instruction and multiple forms of assessment that promote learning with real understanding.
- The opportunity for students to study one or more world languages, including an Asian language (students at VISA learn Mandarin Chinese)
- Innovative uses of technology that support instruction and linkages to schools around the world.
- A school culture that promotes a sense of belonging for every student and supports students’ personal growth.
- Opportunities for student international travel and exchanges.
- Engagement of faculty in continuous high-quality professional development.

The following is an example of how the ISSN curriculum is embedded in instruction within the school day: In all core classes and two days a week in advisory, reflective journal writing addresses elements of the graduate profile which includes the elements of the 4 Pillars of global competencies. In all core content classes and electives, students are engaged in problems or inquiry-based instruction that also incorporates elements of the 4 Pillars of global competencies. This is evidenced by teacher unit plans that include project-based learning that address real-life issues and scenarios.

Instructional Strategies

Project-based learning (PBL) – With the implementation of PBL, our students complete long-term projects which become increasingly complex and build on the experiences of previous years. Scoring guides and rubrics for the different disciplines and grade levels are developed with student input and reflect rigorous, standards based assessment of essential skills, knowledge, and key concepts within each respective unit of study. Projects are developed to serve as authentic learning experiences within the framework of a standards based unit plan, and these performance tasks engage students in “real world” learning.
All projects include multiple components, including but not limited to: oral presentations to authentic audiences, written research reports that include various international online/textual references and sources, multi-media expositions and productions that may be posted within online forums, etc. The senior project is an integral part of a student’s final year of high school. It integrates knowledge, skills, and concepts from the student’s program of study into one culminating digital portfolio presentation that will be delivered to faculty, peers, and community members at the end of a student’s senior year. Both individual and group projects are encouraged.

**Habits of Mind** - (How do I think critically?) In approaching texts and developing projects, staff and students will practice asking these critical questions:

- Perspective: What is the viewpoint?
- Evidence: How do we know?
- Relevance: Why does this matter?
- Connection: How does this connect to other things?
- Supposition: What if things were different?

**Student Advisement Program** - Advisement takes place in the homeroom class of every student and is implemented by the credentialed homeroom teacher. The Advisory Program has multiple components that each serves to foster the development of:

- **Reflective Thinking** - All students reflect on their development as students and global citizens by keeping a reflective journal in advisory. The purpose of the reflective journal is to engage students in weekly reflection and metacognition. Students are provided with a series of 15 open-ended questions that were developed by both teachers and students and are meant to stimulate critical thinking, inquiry, and self-reflection.

- **College Preparatory Skills and Knowledge** - Each semester, students are exposed to various lessons that are meant to develop a strong college-going culture at every grade level. Students are offered presentations and unique activities that address the following:
  - An orientation to the A-G requirements
  - An Individualized Learning Plan
  - Presentations addressing scholarship funding and the cost of college
  - Opportunities to apply for monthly college/university tours
  - Workshops to assist students in identifying possible majors, areas of study, and career opportunities

- **Academic Language and Literacy** - Each week, 2.5 advisory periods are devoted exclusively to Sustained Silent Reading. Teachers assist students to identify their lexile scores, grade level reading equivalencies, and zones of proximal development in reading using the Scholastic Reading Inventory (SRI). In addition, students select books or other reading materials that fall within their assessed reading range using the Scholastic Reading Counts program. Each advisory teacher is responsible for monitoring student progress toward measurable reading goals throughout the course of each semester.
• Global Awareness - Each week, one advisory period is dedicated to viewing a weekly CNN Student News broadcast. The program addresses international current events and incorporates vocabulary development in each episode. This broadcast is accompanied by several discussion questions that are meant to engage students in critical thinking and the use of academic language. Advisory teachers facilitate the weekly discussion by engaging students in debate and discourse.

• Student Leadership - Representatives of the Student Advisory Council hold meetings once every two weeks throughout the school year. The activities of the S.A.C. are reported to each advisory class by its respective representative following every meeting. Students are offered the opportunity to voice their opinions, concerns, questions, and ideas to S.A.C. representatives during this time in advisory.

An Early College Design - As an Early College High School, Vaughn aims to blend high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses). College classes may be provided online, on the V.I.S.A.’s campus, or on a local college campus. The courses may be taught by a college instructor or an employee of the School who has been qualified by a local college.

Advanced Placement Program - Students are offered opportunities to enroll in several Advanced Placement (AP) courses at Vaughn. AP classes provide enrichment for the Gifted and Talented Population, and these courses are open to any students that wish to enroll pending a teacher recommendation and summer coursework. Advanced Placement courses allow students to earn college/university credits pending the successful completion of an End of Year AP Examination with the score of a 3 or better (out of 5). Each Advanced Placement course is audited and approved by College Board and satisfies A-G requirements.

Student Government - As a component of the Advisory program, student representatives are elected to serve on a Student Advisory Council. Each year, Council officials are elected. The Student Leadership Council provides input and feedback to school leaders on policies, programs and student activities. The Student Court acts as a mediation group. Student leaders participate in the annual planning of experiential learning activities.

Global Portfolio System (GPS) - The graduate portfolio system is a collection of projects, assignments, reflections, and college-prep activities. The purpose and goal of GPS is to demonstrate that the VISA graduate is globally competent, college ready and worthy of graduation from Vaughn International Studies Academy.

Afterschool Program and Out of School Time
In Partnership with Youth Policy Institute (YPI), VISA offers an extensive after school program to VISA students. The goal of the after school program is to provide support for
struggling students as well as enrichment programs that uphold academic support and safe alternatives for our students. To achieve this purpose the following components balance and complement each other and together provide an integrated age-appropriate after school program:

- Educational Component- provides tutoring and homework assistance in language arts, mathematics, history, social science, computer technology, and science. This component supports the school’s core curriculum and state standards and is developed in collaboration with state and local program sponsors.
- Educational Enrichment Component- includes fine arts, physical fitness and recreation and prevention activities. Such activities involve the arts, music, sports, recreation trips and activities, career preparation activities, and other youth development activities based on student needs and interests.

### Curricular Materials Used

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Texts Used</th>
<th>Supplemental Curricular Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English</td>
<td>Prentice Hall Literature Timeless Voices, Timeless Themes-Gold Level English 9</td>
<td>Various novels</td>
</tr>
<tr>
<td>9</td>
<td>Algebra I</td>
<td>Pearson-Prentice Hall California Algebra 1</td>
<td>California All-In-One Student Workbook Version A</td>
</tr>
<tr>
<td>9-10</td>
<td>Algebra II</td>
<td>Pearson- Prentice Hall California Algebra 2</td>
<td>California All-In-One Student Workbook Version A</td>
</tr>
<tr>
<td>10-11</td>
<td>Geometry</td>
<td>Pearson-Prentice Hall California Geometry</td>
<td>California All-In-One Student Workbook Version A</td>
</tr>
<tr>
<td>11,12</td>
<td>Pre-calculus</td>
<td>Pearson-Prentice Hall Pre-calculus Enhanced with Graphing Utilities, 5E</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>AP Calculus</td>
<td>Brooks/Cole CENGAGE Learning Calculus of a Single Variable</td>
<td></td>
</tr>
</tbody>
</table>
Over the next five years, Vaughn will expand its current course offering in World Language to include varying levels of Spanish language instruction. Course offerings, after receiving a-g course approval, will include appropriate levels of Spanish for Spanish Speakers, Spanish for Non-Native Speakers, and Advanced Placement Spanish Language. The administrative team will work in conjunction with the ELD Coach and World Language Department Chair to determine initial language levels for instruction.
*Proposed Curricular Materials for Spanish for Non-Native Speakers (Beginning Level):
¡Buen viaje! Level 1, Student Edition (Glencoe Spanish)
Publisher: Glencoe/McGraw-Hill; 1 edition (April 23, 2007)
Language: Spanish

*Proposed Curricular Materials for Advanced Placement Spanish Language:
UNA VEZ MAS C2009 STUDENT EDITION
Publisher: Prentice-Hall; 3rd edition (November 1, 2007)
Language: Spanish

A-G Requirements and WASC Accreditation
All courses are approved to satisfy UC “a-g” subject requirements for freshman admission and are transferable to any high school. All students study a world language in addition to their native language (English, Spanish, Mandarin Chinese). Vaughn is accredited by the Western Association of Schools and Colleges.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP European History</td>
<td>AP Eur Hist</td>
<td>World History / Geography / Cultures</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP Government and Politics United States</td>
<td>AP Government</td>
<td>American Government / Civics</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>AP United States History</td>
<td>AP US Hist</td>
<td>U.S. History</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>Gov</td>
<td>American Government / Civics</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Honors Government</td>
<td>H Government</td>
<td>American Government / Civics</td>
<td>H</td>
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</tr>
<tr>
<td>Honors US History</td>
<td>H US Hist</td>
<td>U.S. History</td>
<td>H</td>
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<tr>
<td>World History</td>
<td>World History</td>
<td>World History / Geography / Cultures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A-G Courses at Vaughn International Studies Academy

a - History / Social Science - 2 years required
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.
b - English - 4 years required
Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>Am Lit A/b</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature-Honors</td>
<td>Hon. Am. Lit A/B</td>
<td>English</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>English 10</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 12</td>
<td>English 12</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 9</td>
<td>Eng. 9</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors American Literature</td>
<td>Hon. Am Lit A/B</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors English 12A</td>
<td>Honors Eng 12A</td>
<td>English</td>
<td>H</td>
<td></td>
</tr>
</tbody>
</table>

c - Mathematics - 3 years required, 4 years recommended
Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra II A/B</td>
<td>Algebra II A/B</td>
<td>Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>AP Calc AB</td>
<td>Advanced Mathematics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>Calculus</td>
<td>Advanced Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Analysis</td>
<td>Math Analysis A/B</td>
<td>Advanced Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d - Laboratory Science - 2 years required, 3 years recommended
Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>Physiology</td>
<td>Biological Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Biology A/B</td>
<td>Biological Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry A/B</td>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
e - Language Other than English - 2 years required, 3 years recommended
Two years of the same language other than English.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese 2</td>
<td>Chinese 2 A/B</td>
<td>LOTE Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese 3</td>
<td>Chinese 3 A/B</td>
<td>LOTE Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese 4</td>
<td>Chinese 4</td>
<td>LOTE Year 4+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Chinese</td>
<td>Chinese 1 A/B, Intro to</td>
<td>LOTE Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f - Visual & Performing Arts - 1 year required
One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Orchestra</td>
<td>Beg Orch</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chorus</td>
<td>Chorus</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Band</td>
<td>Concert Band</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Theater Arts (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISA Symphony</td>
<td>VISA Symphony</td>
<td>Music (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td>Wind Ens</td>
<td>Music (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Art</td>
<td>World Art</td>
<td>Visual Arts (Intro)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

g - Elective - 1 year required
One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Econ</td>
<td>History / Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science A/B</td>
<td>Env Science</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Technology I</td>
<td>Env Tech</td>
<td>Science-Integrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Technology II</td>
<td>Environ. Tech II</td>
<td>Science-Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of World Issues</td>
<td>Survey of World Issues</td>
<td>History / Social Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
High School Graduation Requirements

<table>
<thead>
<tr>
<th>High School Subject Areas</th>
<th>VISA Graduation Requirements</th>
<th>Credits Needed</th>
<th>VISA Distinguished Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History</td>
<td>3 years</td>
<td>30</td>
<td>30 Credits</td>
</tr>
<tr>
<td>B. English</td>
<td>4 years</td>
<td>40</td>
<td>40 Credits</td>
</tr>
<tr>
<td>C. Math</td>
<td>3 years</td>
<td>30</td>
<td>40 Credits</td>
</tr>
<tr>
<td>D. Laboratory Science</td>
<td>2 years</td>
<td>20</td>
<td>30 Credits</td>
</tr>
<tr>
<td>E. World Language &amp; Cultures</td>
<td>2 years</td>
<td>20</td>
<td>30 Credits</td>
</tr>
<tr>
<td>F. Visual &amp; Performing Arts</td>
<td>1 year</td>
<td>10</td>
<td>10 Credits</td>
</tr>
<tr>
<td>G. College Preparatory Elective</td>
<td>1 year (chose from any of the approved “a-g” courses, except lower-level mathematics, language other than English, and visual and performing arts)</td>
<td>10</td>
<td>10 Credits</td>
</tr>
<tr>
<td>Advisory</td>
<td>2.5 credits earned per semester</td>
<td>20</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>60</td>
<td>30 credits</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>120 hours of Community Service</td>
<td>3.0 GPA</td>
<td>12 College Units</td>
</tr>
<tr>
<td>TOTAL</td>
<td>240 Credits</td>
<td>240 Credits</td>
<td></td>
</tr>
</tbody>
</table>

High School Parents: Information about Course Transferability
Vaughn will accept high school credits with a grade of “C” or better from accredited high schools. All credits earned at Vaughn are transferable. Students and parents will be provided with a handbook that clearly delineates the following:
- Course descriptions
- Graduation requirements
Enhancement and Support Programs (all campuses)
To further accelerate student outcomes, Vaughn continues to implement the following enhancement programs and activities:

1. Technology as teaching and learning tools
2. Afterschool program and effective use of out of school time
3. Library and media resources
4. Nutrition, health and wellness program
5. Family and community partnership programs
6. Student Advisory

1. Technology as Teaching and Learning Tools
At Vaughn, technology is used as a tool for research, communication, and production for teachers and students. Vaughn’s network provides the infrastructure for all the campuses. Each campus also has its distributed network system, fully equipped computer labs, three to five computers per classroom with Internet access, and access to mobile carts equipped with full-class sets of laptop computers. Teachers use technology for lesson planning and presentation. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through the use of electronic references, including the Internet.

The following chart includes the basic technology expectations per grade level groups:

<table>
<thead>
<tr>
<th>Profiles for Technology Literate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicators:</td>
</tr>
<tr>
<td>All students will have opportunities to demonstrate the following performances:</td>
</tr>
</tbody>
</table>

**GRADE 3-5**

Prior to completion of Grade 5 students will:
1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
3. Practice responsible use of technology systems and software. (2)
4. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
5. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

6. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

**GRADES 6-8**

Prior to completion of Grade 8 students will:

1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

2. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

3. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

**GRADES 9-12**

Prior to completion of Grade 12 students will:

1. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)

2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)

3. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)

4. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Vaughn’s EETT plan serves as the primary guide that assists Vaughn’s Curriculum and Technology committees in the selection of equipment, resources, staff development, and methods of integrating technology in all areas of the curriculum. Our key instructional goal is for students to use technology seamlessly and as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Vaughn also emphasizes the importance of enhancing the usage of technology through consistent and effective “E” delivery across all grade levels and content areas in order to best prepare our students to meet the challenges they will face as 21st Century global citizens.

With guidance from our committees and in adherence to our EETT Plan we have been able to incorporate technology as follows:
Students:
Students have regularly scheduled access to labs (four classroom based and seven mobile laptop labs) and daily access to technology in the classroom. Throughout the school each classroom has 3 to 5 workstations connected to the Internet. Each classroom has access to both network black/white, and color laser printers. Each 6th grader receives a home-based desktop via the Computers for Youth Grant which started in Fall 2010 and will continue for the next 5 years. Training for parents and students are provided as part of this match grant.

Teachers:
All teachers at Vaughn have access to at least one computer teaching station with internet access in classrooms, offices, staff workrooms and/or computer labs, before, during, and after school. All of our classrooms have internet-ready computers that are less than 2 years old. Every 2nd-3rd grade teacher and 6th-8th grade Math and Science classroom teacher has access to a projector linked to an interactive board and connected to a computer for presentations and classroom instructional activities. All 2nd to 12th grade teachers, administrators and support staff are provided with a lap top computer.

Computer Labs and Libraries:
Vaughn NCLC is divided into five campuses (K-1, 2-3, 4-8, & 9-12) Each campus has a library equipped with a total of 75 desktops, there are five computer labs with 25 desktops in each lab, and three learning labs with 25 desktops in each lab. English Language Learners, Title 1 and special education students are supported in the labs through the use of software such as READ 180/SRI, ALEKS and/or Accelerated Math.

2. Afterschool Programs
Vaughn’s after school programs are available to Grades K-12:
- K-8 (LA’s Best and State After School Education and Safety Program)
- 9-12 (21st Century provided through partnership with Youth Policy Institute)

The goal of the after school program is to provide after school enrichment programs that uphold academic support and safe alternatives for our students. To achieve this purpose the following components balance and complement each other and together provide an integrated age-appropriate after school program:

**Educational Component** - provides tutoring and homework assistance in language arts, mathematics, history, social science, computer technology, science and CAHSEE preparation. This component supports the school’s core curriculum and state standards and is developed in collaboration with state and local program sponsors.
- The educational and literacy elements are comprised of tutoring sessions and homework clubs. Students are grouped by academic grade levels and are tutored by certificated teachers in skills that are needed to be proficient according to the California State Standards. Tutoring sessions are five weeks long with one-hour block sessions.
- Students are evaluated and either enrolled in an extended tutoring session or transitioned out into a home work club session.
Our middle school students receive tutoring according to content area of need. Middle school students are also on five week sessions with one-hour block sessions.

Our High school students receive tutoring through our partnership with YPI’s 21st Century grant and through teacher and peer tutoring assistance. Writing labs and one-to-one assistance by “mathletes” (trained peer tutors) are offered to students as needed.

Educational Enrichment Component- includes fine arts, physical fitness and recreation and prevention activities. Such activities involve the arts, music, sports, recreation trips and activities, career preparation activities, substance abuse prevention services, conflict resolution training, and other youth development activities based on student needs and interests.

- At the elementary level students are taught visual arts, performing arts, physical activity, health promotion, and general recreation.
- Special events and activities are held weekly for students that are theme related (e.g. cultural, western days, superhero day)
- Our enrichment elements are scheduled as rotations for the elementary level.
- Rotations are 30 min- 40 minutes with each group participating in each rotation

At the middle school level students are engaged in activities such as:

- Performing arts, computer class, team sports, associated student council, community service learning, martial arts, ballet folklórico and competitive cheer.
- Students also compete in competitive tournaments for all sports and cheerleading
- Students are allowed to join as many activities as they wish- flexible groupings.
- Activities are held 2 ½ hours a day, 5 days a week.

Enrichment activities are taught by certificated staff and program staff skilled in the designated enrichment area.

Activities and strategies build directly upon the regular school day program by utilizing the same techniques/strategies that have been shared through staff developments. Ninety percent of the afterschool staff members are also part time paraprofessionals during regular school hours. This allows for promising practices to carry over into the after school program. Trainings for paraprofessionals have included concept/thinking maps, positive behavior support, working with individuals with special needs and instructional techniques based upon grade level content standards.

Activities and Enrichment opportunities are linked to state standards. Benchmark and formative assessment results are used to develop tutoring sessions in the after school program for those students who are not meeting proficiency levels. Program staff is in constant communication with teachers and collaborate on which standards need further development during the after school hours. Staff looks to incorporate physical activity games that can also be used to practice skills in literacy and math (i.e., relay races with vocabulary words and math facts). An administrator is assigned the responsibility of oversight and organization of all afterschool activities.
3. Library and Media Resources

Each campus has its own library except the Conversion Campus. Therefore 4th – 8th grade students use the library in the Middle School. The libraries are operated by one full-time and three part-time library assistants who collectively are responsible for organizing and stocking the library with references, literature, source materials, etc. They also read to children, help students check out books and assist students with research. Each campus has a library equipped with a total of 75 desktops.

4. Nutrition, Health and Wellness Program

Vaughn’s wellness objective is to promote student health and student readiness to learn. Students are empowered to make knowledgeable and healthy behavioral decisions through nutrition education, participation in an enriched program of physical activities, and by receiving consistent meals that are rich in fruits, vegetables and whole grains. There is much organizational collaboration and along the way, solid partnerships are built to develop and maintain a comprehensive nutrition and physical activity program.

Vaughn continues to be a participant of the Network for a Healthy California, a statewide program sponsored by the California State Department of Health. Vaughn is also a California Department of Education SHAPE (Shaping Health as Partners in Education) participant and is a recipient of the Carol M. White Physical Activity Program grant. In addition, Vaughn is a National School Lunch Program Provision 2 School which provides for the distribution of well balanced nutritious meals eliminating food insecurity for needy children.

Program and Curriculum activities include:

- Conduct needs assessments related to fruit and vegetable intake, physical activity and possible barriers, including cultural barriers.
- Utilize the Nutrition Discovery Corners in our school community libraries, which are well-stocked with materials, audiovisual resources, current news on nutrition and health, and literature related to nutrition and health.
- Participate in our Elementary Network for a Healthy California Student Council or the Middle School Youth Participatory and Research Leadership group that promotes enthusiasm for healthy lifestyles by developing and sponsoring student nutrition and physical activity events for peers
- Participate in the Peer Health Exchange Los Angeles Operations which partners our 9th grade students with college students from CSUN in order to provide them the skills and knowledge necessary to make healthy life choices. CSUN students focusing on careers in Health and Kinesiology mentor and present classes on related topics such as nutrition, physical fitness, health, STD’s and drug and alcohol education.
- Implement gardening and cooking activities before school and after school to enhance nutrition education.
- Participate in weekly physical activity classes such as yoga, zumba, dance, scooter-cycling
- Participate in hiking, skating, soccer or other physical fitness focused field trips
- Provide nutrition education classes delivered by the Nutrition Teacher Team.
5. Family and community partnership programs

Parent and Family as Resources - Our strategy is to strengthen our families and utilize them as resources that support student learning and development. Though located in a high-crime area, our campus is open during regular school hours and after hours to families and the community. Steps to bring families into the school include greeting parents at school entrances, contacting them by phone, visiting homes, meeting with families at community locales and making evening classes and a community computer center available for their use. Steps to establish and retain family relationships include making family involvement activities meaningful, e.g., formation of common job/interest support groups, organization of family events and bringing speakers to address topics identified as a need or of interest by parents and the school. Steps in developing parent leadership include facilitation training, opportunities to participate and practice their skills at parent forums, statewide and national conferences, and participation in governance committees.

Our on-site Family Center located on the main campus is a one-stop shop of health and social services. It provides families with basic needs (clothing, food), drop-in counseling, prenatal care information, family literacy, family activities, adult education classes, a community computer center and a host of social service programs provided in collaboration with non-profit and community agencies. Although the center is located on the main campus, a great number of the activities and classes are provided at our primary center and high school campuses. Families accessing services from the Center often give back by providing services to the school. Reciprocal services include classroom assistance, morning valet service and volunteering at the Center. The focus is on hands-up, not handouts.

Family Connections/On-site Community Health Clinic - It is crucial to sustain parental involvement in school. Particularly in low-income neighborhoods, schools can act as a family resource center where parents can meet to learn about normal changes during adolescence and take advantage of educational offerings. Vaughn will provide the following services to parents:

- Create parent support groups - participants share information and experience about handling transition from childhood to adolescence, aspects of normal adolescent development, how to improve communication skills, ways to negotiate the parent-adolescent relationship, how to set and enforce limits, where to find resources in the community.

- Our clinic, located at our middle school campus, will provide prospective guidance to parents on adolescent transitions - during these visits, parents and/or care givers can learn about normal adolescent physical, sexual, and social development; the signs and symptoms of diseases and emotional distress; ways to promote healthy adolescent adjustment; how to prevent potential problems by monitoring their social and recreational activities, and restricting the use of tobacco, alcohol, and drugs.
As parents and families become active and knowledgeable links to the educational and developmental processes of their adolescent children, they will readily assume the roles of supporters, communicators, decision makers, advocates, volunteers and advisers.

**College/University Partnership**

*California State University Northridge (CSUN)* - Vaughn has established a long-term professional development partnership with the Center for Teaching and Learning (CTL) at California State University, Northridge (CSUN). As research clearly indicates, professional development for extended periods of time with on-going mentoring and coaching is paramount for successful implementation. Staff members from CTL and the university along with staff from Vaughn collaborated to develop a professional development plan specific to Vaughn’s identified needs and focus areas. The professional development plan is based upon Vaughn’s mission, vision and philosophy of developing students’ effective global communication skills, critical thinking and problem solving through innovative inquiry and project-based learning activities while addressing individual needs of all children. Orientation for the entire staff was conducted at the opening of the 2012-13 school year which will be followed by interactive workshops, mentoring and coaching throughout the next five years.

Vaughn’s partnership with CSUN also includes the “I’m going to College” Program which includes structured lessons on preparing for college that is introduced in 4th grade and continues in middle school. Students become university students for a day and attend classes at the CSUN campus. Students and their families also return to campus to attend on a Saturday for a day of family college bound activities. In addition, the CSUN engineering department sponsors Vaughn staff in training and in mentoring for robotics and computer programming.

*Los Angeles Mission College* - As an Early College High School, Vaughn has established a partnership with our local community college, Los Angeles Mission College with the goal of blending high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time that they are earning a high school diploma. The courses offered to our students by Los Angeles Mission College are taught by a college instructor or an employee of the school who has been qualified by a local college. VISA students choosing to take college coursework must first take the **English as a Native Language (ENL) Assessment** test at Los Angeles Mission College campus. Students testing into English 101 on the ENL may proceed to take coursework in lieu of an identified a-g class at VISA (i.e., English 101 in lieu of Eng12, Political Science 1 in lieu of Government). College units are also a requirement for VISA Distinguished Graduate candidates. Students enrolling in college course are made aware of the following conditions:

- It is the student’s sole responsibility to enroll in the Community College and register for selected coursework
- Courses must be approved by VISA administration
- Students will be responsible for all required class materials including books (support is provided when needed)
- Course units must be UC/CSU transferable
• Grading policy is weighted differently from a standard VISA course
• Courses must be taken during non-school hours

*International Studies Schools Network (ISSN)* – Vaughn’s middle school (MIT) and high school (VISA) are members of the ISSN in a partnered effort to internationalized the curriculum and provide our students with multiple perspectives that will allow them to become active and informed global citizens. ISSN is a national network of design-driven public whose goal is to develop college-ready, globally competent high school graduates. Its mission, which is aligned to Vaughn’s, responds to two intertwined imperatives facing American education. “The first is overcoming the chronic problem of poor academic performance among low-income and minority students. The second is preparing students for work and civic roles in a globalized environment, where success increasingly requires the ability to compete, connect, and cooperate on an international scale.”- Asia Society

The ISSN school design and learning system includes an intellectual mission focused on international studies that targets educational excellence for every student. Our ultimate goal is to also expose our elementary students and immerse their curriculum with civic and global understanding and responsibility.

*Community Partners*

- Hathaway-Sycamores Child and Family Services – Mental Health Services, individual child and family therapy provided onsite and offsite.
- El Nido Family Center – child/family counseling, drug counseling, referral services, parenting classes; provided onsite and offsite
- Los Angeles County Health Services – County health clinic, teen health services are provided at the clinic center located onsite
- Meeting Each Need with Dignity (MEND)-food, clothing, service learning support, referral services; provided onsite
- San Fernando Valley Children and Family Guidance Center-individual student and family mental health services; provided offsite
- Los Angeles Educational Partnership (LAEP)-parenting classes, early childhood services, search and find services; provided onsite
- Youth Policy Institute-community computer access & training, college/career training & support, tutoring & enrichment classes, health and physical fitness activities for students and staff; provided onsite
- World Vision-educational supplies & materials
- Our House Grief Support Center-student & family grief counseling; provided onsite
- San Fernando Valley Partnership-student & family drug counseling and services; provided onsite San Fernando Boys and Girls Club-tutoring & enrichment; provided offsite
- Pacoima Community Initiative Partners-various community services; provided offsite
- Pacoima Skills Center, North East Valley Occupational Center-classes for credit deficient students, community adult classes; provided onsite & offsite
6. Student Advisement Program

Advisement takes place in the homeroom class of every student and is implemented by the credentialed homeroom teacher. The Advisory Program has multiple components that each serves to foster the development of:

- Reflective thinking - All students reflect on their development as students and global citizens by keeping a reflective journal in advisory. The purpose of the reflective journal is to engage students in weekly reflection and metacognition. Students are provided with a series of 15 open-ended questions that were developed by both teachers and students and are meant to stimulate critical thinking, inquiry, and self-reflection.

- College preparatory skills and knowledge - Each semester, students are exposed to various lessons that are meant to develop a strong college-going culture at every grade level. Students are offered presentations and unique activities that address the following:
  - An orientation to the A-G requirements
  - An Individualized Learning Plan
  - Presentations addressing scholarship funding and the cost of college
  - Opportunities to apply for monthly college/university tours
  - Workshops to assist students in identifying possible majors, areas of study, and career opportunities

- Academic language and literacy- Each week, 2.5 advisory periods are devoted exclusively to Sustained Silent Reading. Teachers assist students to identify their Lexile scores, grade level reading equivalencies, and zones of proximal development in reading using the Scholastic Reading Inventory (SRI). In addition, students select books or other reading materials that fall within their assessed reading range using the Scholastic Reading Counts program. Each advisory teacher is responsible for monitoring student progress toward measurable reading goals throughout the course of each semester.

- Global awareness- Each week, one advisory period is dedicated to viewing a weekly CNN Student News broadcast. The program addresses international current events and incorporates vocabulary development in each episode. This broadcast is accompanied by several discussion questions that are meant to engage students in critical thinking and the use of academic language. Advisory teachers facilitate the weekly discussion by engaging students in debate and discourse.

- Student leadership- Representatives of the Student Advisory Council hold meetings once every two weeks throughout the school year. The activities of the S.A.C. are reported to each advisory class by its respective representative following every meeting. Students are offered the opportunity to voice their opinions, concerns, questions, and ideas to S.A.C. representatives during this time in advisory.
Teacher Recruitment and Professional Development

Effective Staffing

Vaughn currently has a sufficient number (145) of certified and highly qualified teachers to carry out our goals and vision.

Preparation - Vaughn has established clear employment policies and practices related to qualification requirements of staff. All contracted teachers must meet the requirements set forth by the NCLB or replacement regulations legislation and the Williams legislation.

Induction activities:

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

Ongoing professional development activities:

- New teachers form a TLC (Teacher Learning Community) Network and receive monthly staff development training. In addition and as needed, new teachers are given opportunities to use substitute release hours for observation, learning walks, or for dialog with an assigned mentor or peer reviewer.
- New teachers participate in ongoing team planning scheduled at least once a week.
- New teachers participate in grade level planning scheduled at least twice a month.
- Instructional supervision and support is provided by a member of the Administrative Team on a daily basis (one administrator is responsible to supervise and mentor 11-24 teachers). In addition, each new teacher is assigned a peer mentor who provides support in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities.

Paraprofessionals /Supervision Assistants – Vaughn employs approximately 40 paraprofessionals annually. Our paraprofessional’s key role is to assist teachers in supporting and extending the instructional program by conducting directed/guided lessons in large and small groups. We also employ approximately 23 supervision assistants who assist in maintaining a safe and nurturing environment and in supporting school/community relationships. Additionally, our paraprofessionals and supervision assistants support teachers in maintaining discipline and in encouraging and supporting positive student behavior. Paraprofessionals and assistants also have the opportunity to tutor and/or monitor homework during our after school program.

Instructional Volunteers

- Student Teachers: California State University Northridge (CSUN) places approximately 6-10 student teachers at our school each semester. The student teachers partner with an exemplary mentor teacher who provides the guidance and support they need to become a
A significant percentage of student teachers are hired by Vaughn once they have completed their credential requirements.

- University Counseling Interns: CSUN places on average, one intern per year, who partners with our counselor to provide small group/individual counseling sessions, interviews, observations and support school/community relationships.
- Chinese visiting scholars – Chinese visiting scholars offer Vaughn the sharing exchange of instructional techniques and practices along with lessons in Chinese language and the arts.

**Staff Evaluation Process: Peer Assistance and Review System (PAR)**

Vaughn has developed a set of teaching standards using a 4-point rubric:

- 4 = Innovating
- 3 = Integrating
- 2 = Basic
- 1 = Unsatisfactory

This matrix was developed and adopted in 1997 and has since been refined and modified by teachers and administrators. Currently, the evaluation matrix consists of 4 research-based components of professional practice adapted from Charlotte Danielson’s *Enhancing Professional Practice – A Framework for Teaching*.

Teachers have a clear understanding of the expectations. Their supervisorial team members (Administrators and Peer Reviewers) use this instrument to identify the skills and knowledge levels of their assigned teachers. The instrument also assists teachers and reviewers to establish goals and guides them in providing the appropriate assistance and professional growth opportunities needed (see Element 5).

During the observation and assistance visits throughout the year, the Marzano Observation Instrument is also utilized to provide feedback to teachers.

Student outcome measures are also included in overall staff evaluation. Individual and schoolwide growth target outcomes are incorporated as follows: Individual outcomes include benchmark assessment results and schoolwide outcomes include lexile, API, attendance and graduation results.

**Ongoing Professional Development**

- Annual staff development calendar - Vaughn structures the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and three shortened days (Tuesdays) per month for staff development purposes.
• Individualized professional growth opportunities – These are provided based on individual teacher’s needs as indicated on their PAR evaluation results. Each administrator and Peer evaluator provides on-going one-on-one assistance, training and monitoring. Teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.

• Administrator, Teacher and Support Staff Training Programs - A partnership has been established with the Ventura County Office of Education (VCOE) to provide Vaughn’s administrators with staff development opportunities and training and practicum hours including those per AB75. VCOE also offers Vaughn the opportunity to participate in their high quality staff development series that are calendared annually and are scheduled in the evening so that interested staff can attend. Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with CSUN which provides long-term, on-going staff development opportunities and mentoring for both administrators and teachers.

• Data Teams – Vaughn’s administrators meet at the beginning of the school year to disaggregate standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. These reviews are utilized to guide and direct long-term and short term planning of curricular goals. In addition, teachers and administrators meet on Tuesdays during scheduled shortened days and at grade level/department meetings to disaggregate in-house test data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement.

• Travel study – Administrators, teachers, support staff and students are provided opportunities through funding from the Vaughn Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students learn global contents and gain new perspectives through student exchange programs and first-hand observation.

Professional development agendas are initiated by the following groups:

• Curriculum and Instruction Committee – review school-wide student needs, survey and collect teacher input, survey parents, develop annual school-wide staff development calendar.

• Administrative Team - analyze student achievement data (formal and informal), analyze PAR results, identify individual and grade level needs.

• Intervention Support Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, analyze family and community needs.

Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e; Staff Dev. for Educators, Pearson, LACOE, VCOE, ISSN, CSUN, UCLA) and is implemented and monitored as follows:

• At the end of each school year, PAR members and administrators meet to analyze and identify needs of staff. Administrators and grade level teams meet to survey, discuss and identify strengths and needs of students, self and program.
Data is also analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the Curriculum and Instruction committee who work collectively in developing an annual staff development plan along with associated actions to be taken.

The administrative team analyzes student achievement results from standardized testing, in-house assessments, observations, parent, student and staff survey results to assist in further development of our needs assessment. Administrators articulate concerns with staff at faculty meetings, at grade level meetings and with the PAR committee in order to come to a consensus on the interpretation of results and to strengthen the identification and development of appropriate goals and actions. Recommendations for professional development are made to the Curriculum and Instruction Committee.

The Intervention Support Team meets monthly to review referrals to the SST. Concerns related to behavior, attendance, physical and/or mental health, and families are discussed and recommendations are made for individual, as well as schoolwide needs. Individual concerns are addressed confidentially and schoolwide concerns are presented to the Curriculum and Instruction Committee.

The Curriculum and Instruction Committee in collaboration with Administration, the PAR committee and the Intervention Support Team prioritizes needs, then plans and organizes strategic delivery of staff development and services for the year.

### Demographics & Academic Achievement of Surrounding Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Vaughn API</th>
<th>Telfair Elem</th>
<th>Broadous Elem</th>
<th>Maclay Middle</th>
<th>San Fernando Middle</th>
<th>San Fernando High</th>
<th>Sylmar High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>796</td>
<td>721</td>
<td>773</td>
<td>660</td>
<td>674</td>
<td>647</td>
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<tr>
<td>2012</td>
<td>807</td>
<td>740</td>
<td>737</td>
<td>698</td>
<td>697</td>
<td>677</td>
<td>677</td>
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</table>

### CST Comparisons – Percent Advanced & Proficient (2012)

<table>
<thead>
<tr>
<th>E/LA % Adv &amp; Prof</th>
<th>Vaughn</th>
<th>Telfair Elem</th>
<th>Broadous Elem</th>
<th>Maclay Middle School</th>
<th>San Fernando Middle</th>
<th>San Fernando High</th>
<th>Sylmar High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>69</td>
<td>39</td>
<td>44</td>
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</table>
An Independent Conversion Charter School serving (K-12)
A California Distinguished School A National Blue Ribbon School W.A.S.C. Accredited

<table>
<thead>
<tr>
<th>MATH % Adv. &amp; Prof.</th>
<th>Vaughn</th>
<th>Telfair Elem</th>
<th>Broadous Elem</th>
<th>Maclay Middle School</th>
<th>San Fernando Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>74</td>
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<td>3</td>
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<td>4</td>
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<td>7</td>
<td>48</td>
<td></td>
<td>36</td>
<td>23</td>
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<tr>
<td>8 Algebra</td>
<td>63</td>
<td></td>
<td>23</td>
<td>52</td>
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</table>

5. Comparison of CAHSEE Graduation Rate

<table>
<thead>
<tr>
<th>CAHSEE &amp; Graduation Rate in %</th>
<th>Vaughn</th>
<th>San Fernando High School</th>
<th>Sylmar High School</th>
<th>LAUSD</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012 CAHSEE E/LA (Gr. 10)</td>
<td>95</td>
<td>75</td>
<td>77</td>
<td>76</td>
<td>83</td>
</tr>
<tr>
<td>2011-2012 CAHSEE Math (Gr. 10)</td>
<td>95</td>
<td>78</td>
<td>77</td>
<td>77</td>
<td>84</td>
</tr>
<tr>
<td>2010-2011 Cohort Graduation Rate</td>
<td>89.4</td>
<td>67.67%</td>
<td>76.29%</td>
<td>61.1%</td>
<td>75.2%</td>
</tr>
<tr>
<td>2011-2012 Cohort Graduation Rate</td>
<td>90.32%</td>
<td>70.28%</td>
<td>78.03%</td>
<td>61.09%</td>
<td>76.26%</td>
</tr>
<tr>
<td>2011-2012 Suspension Rate</td>
<td>2%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>12%</td>
</tr>
</tbody>
</table>

IMPLEMENTATION PLAN
As the first conversion independent charter school in LAUSD, Vaughn grows with quality over the past 20 years.

- Conversion Elementary (13330 Vaughn Street, San Fernando, CA 91340, operational 1993)
- Middle School of International Studies and Technology (12353-13247, Eustace Street, San Fernando, CA 91340, operational 2000)
- School Readiness Center (13241 Vaughn Street, San Fernando, CA 91340, operational 2003)
- Vaughn International Studies High School (11505 Herrick Avenue, Pacoima, Ca 91331, operational and W.A.S.C. accredited 2008)
- Elementary Language Academy for a Global and Green Generation (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012)
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: “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.” Ed Code Section 47605 (b)(5)(B)

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

Measurable Outcomes:
1. Vaughn will work toward a goal of at least an API of 825 at the end of the charter term.
2. All significant subgroups identified at Vaughn will meet or exceed their established API targets the majority of years of the charter.
3. By end of the charter term Vaughn will work toward a schoolwide goal of at least 65% proficient in ELA and in Math on the state test.
4. Vaughn will meet annual student achievement targets in Language Arts/English on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Vaughn will reduce by 10% the number of students scoring below proficient in Language Arts/English compared to the previous year.
5. Vaughn will meet annual student achievement targets in Math on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Vaughn will reduce by 10% the number of students scoring below proficient in math compared to the previous year.

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

Measurable Outcomes:
1. 60% or more of ELL students will make Annual Progress in Learning English (AMAO-1) as measured by the CELDT each year of the charter.
2. The number of ELL students in a language instruction education program for fewer than 5 years that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.
3. The number of ELL students in a language instruction education program for 5 years or more that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.
4. Vaughn will meet or exceed ELL student achievement targets in English Language Arts/English on the state adopted assessment system using the Safe Harbor model a majority of the years and a minimum of 2 years in a row during the five year charter term.
5. Vaughn will meet or exceed ELL student achievement targets in Math on the state adopted assessment system using the Safe Harbor model a majority of the years and minimum of 2 years in a row during the five year charter term

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

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

Governing Law: “The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed Code 47605 (b)(5)(C)

Vaughn will comply with and adhere to the State requirements for participation and administration of all state mandated tests. As Vaughn does not test with the District, Vaughn grants authority to the state of California to provide a copy of all test results directly to the District as well as to Vaughn.

Vaughn will use multiple measures to assess student outcomes and other established goals. These measures include standardized test scores, a variety of assessment tools, longitudinal data to ensure that all statewide standards are met, to collect evidence of improved student learning and to provide information for instructional improvement.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
<th>WHEN ADMINISTERED</th>
<th>MEASUREMENT METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn will reduce by 10% the number of students scoring below proficient in Language Arts/English and Math compared to the previous year</td>
<td>Spring with data provided in August</td>
<td>Statewide assessment accountability system aligned with CCSS; Use of alternate method of meeting target-Safe Harbor Model</td>
</tr>
<tr>
<td>Vaughn will work toward a goal of at least an API of 825 at the end of the charter term.</td>
<td>Spring with data provided in September</td>
<td>Academic Performance Index including measures of Statewide assessment accountability system aligned with CCSS</td>
</tr>
<tr>
<td>All significant subgroups identified at Vaughn will meet or exceed their established API targets</td>
<td>Spring with data provided in September</td>
<td>Academic Performance Index including measures of Statewide assessment accountability system aligned with CCSS</td>
</tr>
<tr>
<td>60% or more of ELL students will make Annual Progress in Learning English (AMAO-1) as measured by the CELDT each year of the charter.</td>
<td>Annually within 30 days of enrollment and as scheduled by State</td>
<td>CELDT</td>
</tr>
<tr>
<td>The number of ELL students in a language instruction education program for fewer than 5 years that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.</td>
<td>Annually within 30 days of enrollment and as scheduled by State</td>
<td>CELDT</td>
</tr>
<tr>
<td>The number of ELL students in a language instruction education program</td>
<td>As scheduled by</td>
<td>CELDT</td>
</tr>
<tr>
<td>Language Instruction Education Program for 5 years or more that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.</td>
<td>State</td>
<td>Spring</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td>Vaughn will meet or exceed ELL student achievement targets in English Language Arts/English and Math on the state adopted assessment system aligned to CCSS using the Safe Harbor model a majority of the years and a minimum of 2 years in a row, during the five year charter term.</td>
<td>Winter/spring</td>
<td>California High School Exit Exam or equivalent (CAHSEE)</td>
</tr>
<tr>
<td>95% or more of Vaughn’s high school students will pass the high school exit exam (CAHSEE) or equivalent assessment established by state accountability system each year of the charter.</td>
<td>End of year and by cohort; cohorts tracked throughout the years</td>
<td>Individual student records indicating coursework completion and grades received</td>
</tr>
<tr>
<td>Vaughn’s High School Graduation rate will be maintained at 90% or better annually.</td>
<td>End of year and by cohort</td>
<td>Graduation rate calculated by State and monitored internally by Vaughn</td>
</tr>
<tr>
<td>At least 80% of Vaughn graduates will be accepted to institutions of higher learning based on college acceptance notification/enrollment data and tracked by school counselors.</td>
<td>May-September</td>
<td>Tracking of college acceptance and enrollment</td>
</tr>
<tr>
<td>Annual school wide student attendance will be maintained at 97% or better as measured by state-defined average daily attendance procedures.</td>
<td>Daily, Monthly, Annually</td>
<td>Daily, Monthly, Annual Attendance reports (P1, P2, Annual attendance reports)</td>
</tr>
<tr>
<td>The suspension and expulsion rate as a percent of total enrolled students will be maintained at 3% or less annually.</td>
<td>Ongoing, Monthly, Annually</td>
<td>Monthly Suspension/Expulsion reports, annual CALPADS reporting</td>
</tr>
</tbody>
</table>
### ADDITIONAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>The number of students scoring below proficient on grade level and content area Benchmark assessments will be reduced by 10% at the interim assessments administered annually at the end of each semester</th>
<th>Sept, Dec., Feb., June</th>
<th>4 interim standards-aligned benchmark assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% or more of all students will receive a score of 3 or better on 2 out of 3 writing samples</td>
<td>Nov., Feb., June</td>
<td>3 Writing samples aligned to CCSS with 4 point rubrics</td>
</tr>
<tr>
<td>80% or more of students will meet grade level/content area standards as defined on interim reporting goals</td>
<td>Elem: Nov., Feb., June Secondary: Dec., June (quarterly reports Oct., Mar.)</td>
<td>Grade reporting, teacher observation, homework</td>
</tr>
<tr>
<td>95% or more of all 12th grade students will complete all Graduate Portfolio System (GPS) requirements and participate in a defense of portfolio presentation</td>
<td>Ongoing, longitudinal, Senior year</td>
<td>Graduate Portfolio System (G.P.S.), a collection of student work including projects, exhibition, Portfolio Presentation with rubric</td>
</tr>
</tbody>
</table>

### Process Used for Data Analysis

Assessment data will be used to inform instruction and make continuous improvement.

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>ANALYZE</th>
<th>HOW USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assessment</td>
<td>• Determine individual student progress  • Analyze strengths and needs  • Determine effectiveness of instructional program &amp; materials used  • Analyze allocation of human &amp; fiscal resources  • Compare year to year growth</td>
<td>• Plan intervention  • Establish goals and targets  • Reallocate time, materials and resources</td>
</tr>
</tbody>
</table>

Vaughn also participates in independent evaluation that includes:
- WASC accreditation visitation and recommendations.
- District reviews, recommendations and monitoring
- Value-added research conducted by the California Charter School Association
An Independent Conversion Charter School serving (K-12)
A California Distinguished School       A National Blue Ribbon School       W.A.S.C. Accredited

**Data Collection and Analysis**

1. **Statewide testing programs** each year
   - Standardized Testing (STAR)- data retrieved from the California Department of Education is disaggregated by the administrative team, presented at a Faculty meeting, then analyzed at grade level clan meetings. A plan of action is developed to address specific grade level needs, as well as individual student needs made evident by results. Individual student reports are provided to parents. General schoolwide results are also presented to parents and the community at scheduled Parent Forums.
   - California English Language (CELDT)-results are analyzed by administration then by grade level clans to discuss appropriate instructional placement of students and to address needs. The test vendors (ETS & Education Data System) do not provide direct services. Vaughn submits a file with results to the District.

2. **Comprehensive local assessment program** includes the following:

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Multiple Forms of Assessment</th>
</tr>
</thead>
</table>
| Kindergarten, Grade 1 | • McGraw Hills Diagnostic Inventory  
|                  | • McGraw Hills Unit Tests (10 per year)  
|                  | • Houghton Mifflin’s Math Chapter/Unit Assessments (3 per year)  
|                  | • Teacher observations; anecdotal records  
|                  | • Benchmark Assessments (4 x per year)  
|                  | • Portfolios and work samples (1 x per month)  
|                  | • Annual Lexile measurement  
|                  | • Hampton Brown Avenues & English at Your Command  
|                  | • Language Observation Task System (L.O.T.S.)  |

<table>
<thead>
<tr>
<th>Grades 2-5</th>
<th>Multiple Forms of Assessment</th>
</tr>
</thead>
</table>
|                 | • McGraw Hills Reading unit Theme Tests (6 per year)  
|                 | • McGraw Hills Reading Grade Level Summative Assessments (3 x per year)  
|                 | • Unit Projects; use of Portfolios with student self-reflections (1 x per month)  
|                 | • Houghton Mifflin End of Chapter Math Tests  
|                 | • Houghton Mifflin Math unit Tests  
|                 | • Houghton Mifflin Math Summative Test (end of the year)  
|                 | • 4<sup>th</sup> Grade Writing Assessments with use of writing rubrics  
|                 | • Teacher observation; student work samples  
|                 | • Benchmark Assessments (English/Math) (4 x per year)  
|                 | • Annual Lexile Measurement; L.O.T.S.  
|                 | • Hampton Brown Avenues & English at Your Command  
|                 | • Read 180; System 44  |

<table>
<thead>
<tr>
<th>Middle School Grades 6-8</th>
<th>Multiple Forms of Assessment</th>
</tr>
</thead>
</table>
|                          | • Benchmark Assessments in all subjects (4 x per year)  
|                          | • Mid-term &End of Semester Final Exams  
|                          | • Chapter Tests and Quizzes  |
• Group Projects and Presentations  
• Annual Lexile Measurement  
• Read 180; System 44; SRI  
• End of Semester Recital and Concert (Music & Band)  
• End of Unit Tournaments and Fitness/Skills Assessment  
• Physical Education, Science Fair

<table>
<thead>
<tr>
<th>High School</th>
<th>Standards Prep Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• End of unit tests</td>
<td>• STAR Prep</td>
</tr>
<tr>
<td>• End of course exams</td>
<td>• CELDT Prep</td>
</tr>
<tr>
<td>• Benchmark Assessments in all subjects (4 x per year)</td>
<td>• Buckle Up; BellWorks</td>
</tr>
<tr>
<td>• Individual and group projects/performance tasks</td>
<td></td>
</tr>
<tr>
<td>• Lab Work</td>
<td></td>
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<tr>
<td>• STAR Reading Exams (every 6 weeks)</td>
<td></td>
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<tr>
<td>• Exhibition and Defense of Senior Portfolio</td>
<td></td>
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<tr>
<td>• Senior Speech</td>
<td></td>
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<tr>
<td>• Annual Lexile Measurement</td>
<td></td>
</tr>
<tr>
<td>• Students enrolled in Physical Education - Ca. Physical fitness State Test</td>
<td></td>
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<tr>
<td>• Students enrolled in Choir or Music courses- Mid-term Sol Music Performance Assessments and Fall/Spring vocal/Instrumental Performance Assessments</td>
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</tbody>
</table>

3. **Data analysis** - All grades have scheduled benchmark assessments (*listed above) that are used to collect and measure achievement data. Publisher recommended measures are utilized to quantify learning and identify levels of proficiency. For Grades K-5, assessments in language arts and math are administered as dictated by completion of units of study and pacing plans. One shortened day per month is calendared in order to provide grade levels time to analyze test results and to develop a plan of action. For Grades 6-12 assessment in English and Math is administered every 10 weeks. Department meetings and shortened days are scheduled to analyze test results and to develop a plan of action.

4. **Reports of assessment results** – At the completion of each theme, students are assessed and results are provided to the student and a copy sent home to the parent. Progress reports are tri-annual and two involve parent conferences. Our secondary students receive progress reports every 5 weeks and a report card every 10 weeks. Parent conferences are held every 10 weeks with the issuance of every report card. Teachers across all grades encourage and provide students with the opportunity to be involved in self assessment and to analyze their own learning. We have 100% attendance and involvement of parents at all conferences.
Variety of In-House Assessment Strategies
Teachers collect various types of student assessment data to determine if students are achieving stated goals. The data includes:

- Daily formative assessment – homework, in-class assignments, observation, quizzes
- Formal summative assessment – unit or chapter tests, writing samples, projects, presentations, and portfolios
- Informal, ongoing assessment – class participation, student responsiveness, checking for understanding

In addition to academic assessment, teachers also evaluate students’ progress in self-discipline, citizenship, initiative and effort. Student progress data is used to determine the following actions:

- Modification of curricular materials
- Evaluation of instructional objectives
- Intervention planning
- Development of coursework
- Allocation of resources
- Professional development needs

Monitoring of Student Progress
Vaughn has created a school wide system that monitors student progress on a regular basis:

Elementary
- McGraw Hills Reading Pre and Post Theme/Unit Tests
- McGraw Hills Reading Summative Assessments
- Houghton Mifflin Math Chapter/unit Tests
- Houghton Mifflin Math Summative Tests (end of the year)
- Writing Assessments with use of writing rubrics
- Language Observation Task System (L.O.T.S.)
- STAR Data Dashboard
- Hampton Brown Avenues
- Benchmark Assessments for ELA and Math
- Scholastic Reading Inventory - Lexile Measurement
- Read 180 for Grades 4-5
- System 44 for Grades 4-5 (daily assessment for individual student)
- Ooka Island for Grades K-1
- Ticket to Read for Grades 2-3
- IXL Math for Grades K-5

Middle School/High School
- McDougal Littell Language Arts Teacher’s Resource Assessment Package (Grades 6-12)
- McDougal Littell Math Teacher’s Resource Assessment Package (Grades 6-12)
- Bridges to Literature Assessment (Grades 6, 7, 8 ELD)
- English 3-D (Grades 9-12 ELD)
- Holt, Rinehart and Winston Progress Assessment Support System (6-8)
- McDougal Littell Algebra I and II Assessment (Grades 8-9)
Benchmark Assessments for all subjects (4 x per year)
• Grade 6 English & Math Placement Tests (new students)
• Digital Portfolios (Grades 6-12)
• Science Labs (Grades 7-12)
• Scholastic Reading Inventory - Lexile Measurement (Grades 6-12)
• Read 180 (daily assessment for individual student) (Grades 6-12 intervention)
• System 44 (daily assessment for individual student) (Grades 6-8 intervention)
• Aleks (Grades 6-12)

The Administration Team along with Clans and the Curriculum and Instruction Committee analyze and review the data from the Houghton Mifflin Reading Grade Level California Assessments and the STAR Dashboard. The Intervention Task force schedules and plans school wide instruction and intervention for students whose performance standards are below grade level expectation in Language Arts and Math.

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

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

• Administrative Team - The Team consists of the Executive Director, Directors of each campus, Curriculum Coordinators of each campus, and two part-time Administrative Consultants. The Founding Principal serves as a mentor to the Team. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.

• The Vaughn Governing Board is provided a report on Curricular and Instructional matters at every scheduled meeting. Included in these reports are results of all school wide state and inhouse assessments. Board members receive a summary of assessment results immediately following receipt of results by Vaughn. Board members review and analyze results and make recommendations for improvements to the Executive Director and to the Curriculum and Instruction Committee.
Grading Policy

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

**Elementary** uses a number grade based on the following:

- Progress Towards Meeting Standard
  - 4 = Advanced – Exceeding grade level standard
  - 3 = Proficient – Meeting grade level standard
  - 2 = Basic – Approaching standard
  - 1 = Below Basic – Minimal progress towards meeting standard
  - X = Not introduced

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

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

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

- Citizenship and Work Habits
  - O = Outstanding
  - S = Satisfactory
  - U = Unsatisfactory
  - N = Needs Improvement
ELEMENT 4: SCHOOL GOVERNANCE

Governing Law: “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)

Vaughn Next Century Learning Center is an independent public charter school. It is incorporated as a nonprofit 501(c) 3 organization with Articles of Incorporation and By-Laws on file with the District. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Vaughn, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Vaughn as long as the District has complied with all oversight responsibilities required by law.

There is a Board of Directors and three Policy Committees so as to ensure inclusiveness, broad-based parent involvement, distribution of leadership and authority, adequate capacity as well as sustainability. These Policy Committees are: Curriculum and Instruction Committee, Business and Operations Committee, and the Partnership Committee. This structure ensures staff, students, and other stakeholder involvement in all aspects of school policies and operations.

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

2. The Board of Directors will be composed of nine (9) members. These six (6) members representing parents and community members will be elected by stakeholders through nomination at large and/or through the Board Nomination Committee. The term of office is three year with a maximum of three renewable terms. Members can be re-elected after a one-year break in service. The other three (3) members are elected chairpersons of each Policy Committee who may be parents, community representatives or teachers. The term of office is one year and term can be renewed.
3. Board of Directors will meet at least six (6) times per year. All meetings will be conducted in accordance to the Brown Act Open Meeting requirements.

4. Policy Committees will meet first Tuesday of each month. Meeting time can be staggered (during the day and/or in the evening to accommodate the parents and community members). All meetings will be conducted in accordance with the Brown Act Open Meeting requirements. Each Committee may form smaller subcommittees for certain tasks. Subcommittees will meet informally and as frequently as needed.

5. Teachers must serve on one of the Policy Committees for a minimum of two years.

6. Newly hired teachers are not required to serve in any Policy Committee during their first year of service; however, they must serve on other student activity task forces.

7. Each Policy Committee must assure grade level representation.

8. Vaughn will comply with the Brown Act.

9. Vaughn Next Century Learning Center has adopted a conflict of interest code which complies with federal and state laws, Political Reform Act, and Corporation Code and Conflict of Interest Rules. Members of the Vaughn’s Board, any administrators, managers or employees, and any other Committees of the school will comply with applicable federal and state laws, nonprofit integrity standards and LAUSD’s charter school policies and regulations regarding ethics and conflicts of interest.

10. The District reserves the right to appoint a single representative to the Vaughn Board pursuant to Education Code section 47604(b).

**Decision-Making Process**

1. Board of Directors will develop and adopt additional Board polices including attendance. It will elect a Board President who will convene the meetings and post agendas and minutes. The Board also conducts annual election of Officers including Board President, Vice President, Secretary and Treasurer.

2. Each Policy Committee will have an elected Chairperson and/or Co-Chairperson. Each Committee will post its agenda 72 hours before scheduled meetings.

3. All Board and Policy Committee meetings will be open unless confidential personnel matters are to be discussed. Minutes will be taken and posted.

4. The Board of Directors has the legal and fiduciary responsibilities for the school.

5. The Board of Directors will adopt core principles and overarching school-wide policy guidelines that are aligned with our vision and mission.

6. Policy Committees will interpret and translate the core principles and overarching policy guidelines established by the Board of Directors into operational policy procedures related to curriculum and instruction, business and operation, and school-family-community partnership. Policy Committees will make decisions that enable the school to function without interruptions on a day-to-day basis.

7. The Board of Directors will ensure that policy decisions that impact the entire school have followed Brown Act procedures including: public comment and opportunities for discussion so that adequate input can be attained.

8. Translation will be provided to the parents at all Board and Policy Committee meetings.
9. Any stakeholder can request to have an item included on an agenda. All requests are to be submitted to the Board or Committee Chairperson. The item will be addressed on a first-come first-served basis.

**Roles and Responsibilities**

Vaughn will have an active Board of Directors that is responsible for setting the strategic direction of Vaughn and the oversight of the finances, operations and policies of the school. The Board of Directors shall perform the following responsibilities in good faith; in a manner such Board members believes to be in the best interest of Vaughn.

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

**Curriculum and Instruction Policy Committee** (50% parents/community members, 50%staff):

1. Reviews and recommends instructional materials and textbooks.
2. Develops and promotes new programs and provides training.
3. Develops instructional pacing calendar.
4. Monitors student assessment program.
5. Schedules and plans staff development activities.
8. Collaborates with Peer Assistance and Review Team (PAR Team).
9. Recommends school organization schematic including school calendar, instructional minutes, class size and schedules.
10. Develops and monitors afterschool programs.
Business and Operation Committee (50% parents/community members, 50% staff):
1. Determines personnel needs.
2. Develops, revises and monitors certificated and classified pay plans.
3. Designs process of staff evaluations and collaborates with PAR Team.
4. Recruits and selects new certificated staff members, consultants and specialists.
5. Develops and monitors a substitute list.
6. Develops an annual budget plan based on school-wide needs.
7. Adjusts expenditures depending on availability of funds.
8. Determines housing, furniture and equipment needs.
9. Reviews facilities requests, e.g., use of auditorium by civic groups.
10. Develops alteration and improvement plans, e.g., P.A. system, bathrooms, parking.

Partnership Committee (50% parents/community members, 50% staff):
1. Develops and monitors the implementation of our Home-School Compact.
2. Coordinates community activities and parent forums.
3. Collaborates with the Family Center, Student Leadership Council and Secondary Student Government Leadership Team.
4. Coordinates participation of business partners and student mentors.
5. Recruits parent and community volunteers.
6. Organizes and monitors parent volunteer hours and home visits.
7. Enforces and monitors school uniform policy.
8. Develops and implements Student Discipline Plans.
9. Develops and monitors school fundraising efforts and distribution of profits.
10. Coordinates activities, personnel, and implementation of grant programs.
Current Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Years of Exp in Educ.</th>
<th>Years of Exp. in Adm.</th>
<th>Former Employee of LAUSD</th>
<th>Master Degree</th>
<th>Doctoral Degree</th>
<th>Adm. Credential</th>
<th>Special Education Credential</th>
<th>BCLAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding Principal</td>
<td>42</td>
<td>31</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Executive Director</td>
<td>31</td>
<td>15</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Primary Center Director</td>
<td>17</td>
<td>8</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Primary Center Coordinator</td>
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<td>6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Elementary</td>
<td>28</td>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>
Conflicts of Interest Policy and Standards of Ethics

In their capacity as directors, the members of the Board of Directors (the “Board”) of Vaughn Next Century Learning Center (“VAUGHN”) must act at all times in the best interests of VAUGHN. This includes avoiding conflicts of interests in our dealings as an organization and maintaining the highest ethical standards in our actions.

As a rule, you should avoid situations where your actions may affect or appear to affect your private interests, financial or non-financial.

Definition of Conflict of Interest

You have a conflict if your actions affect your personal financial interests or the interests of your immediate family members. It does not matter whether the action has a negative or positive effect on the interest.

Examples include:

- A business in which you or family members have an investment
- Real property in which you or family members have an interest
- Any source of income or loans to you or family members
- Any person with whom you have an agreement concerning future employment

Conflicts of Interest Policy

1. Board members have a fiduciary duty to conduct themselves without conflict to the interests of VAUGHN. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of VAUGHN.

2. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member’s obligations to VAUGHN and the Board member’s personal, professional, or business interests - financial or otherwise.

3. All conflicts of interest are not necessarily prohibited or harmful to VAUGHN. However, full disclosure of all actual and potential conflicts, and a determination by the disinterested Board members – with the interested Board member(s) recused from participating in discussion and voting on the matter – are required.

4. Vaughn’s employees (if elected to represent the Committees and serve as Board Directors) must recuse from making decisions that may present a conflict between a Board member’s obligations to VAUGHN and the Board member’s personal, professional, or business interests - financial or otherwise.
5. All potential conflicts of interests shall be disclosed by Board members whenever one arises.
6. You may not accept any gift intended to influence you in the performance of your duties including reimbursement for travel and related expenses.
7. You may not use or disclose to any other person for pecuniary gain or personal advantage or privilege, any confidential information that you acquired in the course of your duties as a Board Director.
8. You may not use School resources for any political campaign activity.

**Remedies for Conflicts**
If a conflict of interest exists, you must be “disqualified” – meaning that you must abstain from making, participating in making or attempting to use your position in any way to influence the Board decision that might affect that personal interest. If disqualification on a meeting agenda item is required, you must publicly disclose the interest which is the subject of the potential conflict as well as the fact that you are disqualifying yourself from any participation in the decision. The disclosure may be made orally at the meeting and/or in writing to the Board Secretary and must be made a part of Vaughn’s official records (e.g. meeting minutes) and the board would not enter into that financial transaction unless a non-interest or remote interest exception applies.

**Standards of Ethics**
The Board of VAUGHN is committed to observing and promoting the highest ethical conduct in our performance of our responsibilities and duties on behalf of the organization. As the governing body responsible for setting VAUGHN’s mission and strategic direction, the board is responsible for overseeing its finances, operations, and policies. As such, the board will work to ensure that the organization conducts all dealings and transactions with integrity and honesty.

**Process for Amendments to Charter**
If needs arise that a charter amendment maybe required, the Governing Board will:
- Consult with District Charter School Office to determine if an amendment is needed
- Inform the school community of the need and host at least two forums for discussion
- Appoint 2 representatives from each Policy Committee and 2 Board Members (total 8) to form the Charter Amendment Writing Team and lead the charter amendment writing process
- Direct the Executive Director to communicate with representative assigned to Vaughn by the District Charter School Office regarding District’s charter amendment process, required language and timeline
- Monitor the work of the Charter Amendment Writing Team including the review of drafts, distribution of drafts to stakeholders for input, hosting public meetings, etc.
- Adopt the charter amendment and submit to the District and work with Charter School office with modifications if needed

**Grievance Procedures for Parents and Students**
Vaughn will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Vaughn alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Vaughn will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Vaughn will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Vaughn will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

Vaughn will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

Vaughn and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Vaughn and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General. If an allegation of waste, fraud or abuse related to Vaughn’s operations is received by the District, Vaughn shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Vaughn.
ELEMENT 5. EMPLOYEE QUALIFICATIONS

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

Code of Professionalism

Vaughn Next Century Learning Center staff members are a group of professionals who believe in effective education is for all children. To be effective, all staff members at Vaughn will be actively committed to a collective mission and vision. We will be actively involved in the planning, implementation, and evaluation of the instructional program and school operation. We will be accountable for our students’ academic and social growth. Each one of us will be a member of a team that owns Vaughn and not just a staff member doing a job. We will do our professional best to fulfill all duties and responsibilities called for in order to achieve our goals.

Vaughn believes that all persons are entitled to equal employment opportunity. Vaughn shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The following Code of Ethics, adapted from the California Educational Code, Title 5 (Section 80130 adopted by the Commission for Teacher Preparation and Licensing), applies to all staff members of Vaughn, full or part time.

Preamble

All members of Vaughn believe in the worth and dignity of all human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

All members recognize the magnitude of the responsibility being accepted in the field of education, and engage individually and collectively to hold each other accountable in accordance with the provisions of this Code.

Principle I. Commitment to the Students

All members work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, all members:

a. Encourage the student to independent action in the pursuit of learning and provide access to varying points of view.

b. Prepare the subject carefully, present it to the student without distortion, and within the limits of time and curriculum, give all points of view a fair hearing.
c. Protect the health and safety of students.
d. Honor the integrity of students and influence them through constructive criticism rather than by ridicule, harassment, intimidation, or placing students and their parents in the middle of adult issues and/or needs.
e. Provide for participation in educational programs without regard to race, color, creed, sex, gender orientation, national origin, both in what is taught and how it is taught.
f. Neither solicit nor involve them or their parents in schemes for commercial gain thereby insuring that professional relationships with students shall not be used for private advantage.
g. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

**Principle II. Commitment to the Public**
All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

a. Have an obligation to support education and Vaughn and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members’ private views from the official position of Vaughn.
b. Do not interfere with a colleague’s exercise of political and citizenship rights and responsibilities.

c. Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Do not accept gifts or favors that might impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

**Principle III. Commitment to the Profession**
All members believe that the quality of their services directly influences the Nation and its citizens. All members therefore exert every effort to raise standards, to improve service, to promote climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract persons worthy of trust to careers in education. In fulfilling these goals, all members:

a. Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
b. Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
c. Do not use profanity, sarcasm, threats, or direct hostility towards other members.
d. Do not misrepresent one’s own professional qualifications.
e. Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.

f. Apply for, accept, offer, and assign positions or responsibility on the basis of professional preparation and legal qualifications.

g. Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes. Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of the allegation and providing opportunities for representation.

**Consequences of the Violation of the Code of Ethics**

Consequences depend on the severity of the misconduct. Consequences include:

1. Issuance of notice of unsatisfactory act which remains in the personnel file and can be forwarded upon request.
2. Suspension (may be without pay, number of days depends on severity).
3. Termination

If the party involved decides to waive the right to confidentiality, he/she may appeal the matter to the appropriate committee (see due process below) which will review the matter and make recommendations and/or decisions.

**Staffing (K-12th)**

**Qualifications**

Vaughn will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

1. K-6 teachers – Multiple subject
2. 7-12 teachers – Single subject in all core areas
3. Administrators – Administrative service credential and MA Degree (except entry level Coordinators)
4. Resource Specialists – Special Education credential issued by CTC
5. Psychologist, counselors – Appropriate credentials issued by CTC
6. All teaching staff members are highly qualified per provisions set forth in Federal and State regulations (No Child Left Behind).
7. Paraprofessionals – if funded by Title 1 funds, will meet Federal regulations that govern qualifications of paraprofessionals.
8. Job descriptions of all positions are clearly delineated in the staff evaluation matrix (see staff evaluation section below)

Vaughn’s HR Manager will monitor and maintain copies of all current teacher credentials and supporting documents in personnel files available for inspection.
Staff Selection

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

1. Full Personnel Subcommittee
   - Research and establish job descriptions, qualifications, and compensations
   - Assure equal opportunities and open process
   - Announce openings

2. Search Team (an administrator and Personnel Subcommittee Chairperson)
   - Recruit applicants through various means (website posting including EDJoin, university contacts, job fair, etc)
   - Request resumes, copies of credentials, and letters of reference.
   - Verify previous employment and references.
   - Form a pool of potential candidates to be invited for interviews.

3. Interview Team (members of the Personnel Subcommittee representing the grade level where openings occur, two administrators)
   - Review candidates’ files and portfolios.
   - Interview candidates.

4. Lesson Demo Team (Personnel Subcommittee Chairperson, an administrator, 2 teacher members with grade level/subject expertise)
   - Review candidates’ files and portfolios.
   - Interview candidates.
   - Make selection recommendations to Personnel Subcommittee

5. Background check and Processing (Administrator responsible for human resources, Business Manager)
   - Review completed employment packet (e.g. W4, I9, etc.)
   - Check finger printing and criminal record clearance, legal status, teaching credential, employment documents, medical clearance, certification of adherence to child abuse reporting requirement and drug-free environment requirement
   - Rate-in and determine compensation
   - Offer contract
   - Establish time reporting (hand-punch identification)
   - Issue benefit packet

Administrative candidates complete the above process. Personnel Subcommittee recommends two top candidates to the Executive Director who makes the final selection.
Staff Evaluation

All staff members (Administrators, teachers, support personnel, classified) are evaluated annually utilizing standards-based evaluation with multiple ratings. Vaughn’s comprehensive professional evaluation matrices include job descriptions, performance expectations, measures of assessment of performance and compensation.

<table>
<thead>
<tr>
<th>Positions</th>
<th>Evaluation Tools</th>
<th>Evaluators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Specific evaluation matrix</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Administrators (Directors of various campuses)</td>
<td>Specific evaluation matrix</td>
<td>Executive Director and peer reviews</td>
</tr>
<tr>
<td>Teachers</td>
<td>Specific evaluation matrix</td>
<td>Supervising Campus Directors and peer review</td>
</tr>
<tr>
<td>Certificated Guidance (Psychologists, Counselors)</td>
<td>Specific evaluation matrix</td>
<td>Supervising Campus Directors and peer review</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>Specific evaluation matrix</td>
<td>Supervising teachers</td>
</tr>
<tr>
<td>Classified, Management (Clerical, Maintenance, Food Services)</td>
<td>Specific evaluation matrix</td>
<td>Executive Director and Campus Directors</td>
</tr>
<tr>
<td>Classified, non-management (Clerical, Maintenance, Food Services)</td>
<td>Specific evaluation matrix</td>
<td>Supervising Managers</td>
</tr>
<tr>
<td>Other Classified (Case Manager, Family Center Advocates, etc.)</td>
<td>Specific evaluation matrix</td>
<td>Campus Directors</td>
</tr>
</tbody>
</table>

An Effective Educator

An effective educator for Vaughn is one who can consistently help students grow academically, meet grade level standards and beyond. This does not happen by chance! To be able to do so, he/she demonstrates standards-based skills/behaviors that can be observed and measured at differentiated levels and validated by student academic growth. Vaughn believes that substantial incentive pay and high quality professional development can raise the level of effectiveness and thus accelerate student achievement growth rate.

Educator Evaluation System

Teachers realized that the Charlotte Danielson’s Framework of professional standards was not completely aligned with our emerging needs. Beginning 2009-2010, the PAR Team, with full participation of representatives of teachers, principals and support personnel began to make significant revision of the descriptive rubrics by rewriting and refining them to assure they are evidence and behavior-based.

Effectiveness is measured with a two-step process: (1) Formal evaluation using standards-based Evaluation Rubric that measure educators’ skills and behavior, (2) Performance validation using student growth (quarterly standards-based benchmark assessment and annual growth in other measurements). Thus, it will not be possible for a teacher to receive an exemplary rating if his/her
students are not showing growth as there must be a connection between an educator’s effectiveness and student academic growth.

**Skills-based Evaluation based on Skills and Knowledge**

Vaughn has designed five educator evaluation tools with a common set of skills/behaviors articulated through the grades (P-12) and across all curriculum areas with evidence-based rubrics in four differentiated levels: Unsatisfactory (1); Basic (2); Integrating/Proficient (3); Innovating/exemplary (4). Evaluators include (1) Self; (2) Peer reviewer; (3) Administrator. Scores of the three evaluators are averaged.

1. **The Vaughn K-12 Teacher Evaluation Rubric**

This Teacher Evaluation is for K-12 teachers, year 3 and up. Due to the needs of our English learners and students with disabilities, we added skills related to the instruction of English learners, academic English, differentiated instruction, response to instruction and intervention and need for modification and accommodation.

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>COMPONENTS</th>
<th>ELEMENTS (K-12 teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>• Demonstrating knowledge of content .</td>
<td>• Knowledge of content and prerequisite skills</td>
</tr>
<tr>
<td></td>
<td>• Demonstrating knowledge of students</td>
<td>• Knowledge of varied approaches to learning</td>
</tr>
<tr>
<td></td>
<td>• Selecting instructional goals</td>
<td>• Awareness of students’ skills and knowledge</td>
</tr>
<tr>
<td></td>
<td>• Designing coherent instruction</td>
<td>• Value, clarity and suitability</td>
</tr>
<tr>
<td></td>
<td>• Assessing student learning</td>
<td>• Instructional material and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lesson and unit structure, planning</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>• Creating an environment of respect and rapport</td>
<td>• Instructional groups</td>
</tr>
<tr>
<td></td>
<td>• Establishing a culture for learning</td>
<td>• Criteria and standards</td>
</tr>
<tr>
<td></td>
<td>• Managing student procedures</td>
<td>• Assessment and evaluation</td>
</tr>
<tr>
<td></td>
<td>• Managing student behavior</td>
<td><strong>SECONDARY ONLY</strong></td>
</tr>
<tr>
<td></td>
<td>• Organizing physical space</td>
<td>• Real-life authenticity of assessment</td>
</tr>
<tr>
<td></td>
<td>• Communicating clearly and accurately</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>• Questioning and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicating clearly and accurately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Questioning and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher-student interaction and student-student interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Service to the student (health, socio-emotional)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expectations for learning and achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of instructional groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of transitions and materials/supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supervision/collaboration of support staff/paraprofessionals (if applicable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behavioral expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitoring of student behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Response to student misbehavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Safety/arrangement of furniture and use of physical resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Directions and procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral and written language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Quality of questions</td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Discussion techniques</td>
<td>Engagement of families in the instructional program</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Engaging students in learning</td>
<td>• Ensuring students' engagement in the program</td>
</tr>
<tr>
<td></td>
<td>• Feedback to students</td>
<td>• Providing feedback to students</td>
</tr>
<tr>
<td></td>
<td>• Demonstrating flexibility and responsiveness</td>
<td>• Demonstrating flexibility and responsiveness</td>
</tr>
</tbody>
</table>

2. **The Vaughn Apprentice Teacher Evaluation Rubric**

The Apprentice Teacher Evaluation is for teachers (years 1 and 2) who have not yet completed the induction process or are in their 1st or 2nd year of teaching experience. A simplified version of the K-12 Teacher Evaluation Rubric above with fewer elements in each domain is used.
3. **Vaughn Executive Director Evaluation**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Components</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td>Vision, mission</td>
<td>Focuses on Vaughn’s vision and mission and works with Governing Board, Government Committees, Clans and Departments to fulfill Vaughn’s vision and mission by implementing long-term plans</td>
</tr>
<tr>
<td></td>
<td>Standards-based instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aligns human capital to student needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops and implements standards-based, well articulated P-12 instructional strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides curriculum and instructional support and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizes and support effective and coherent professional development opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promotes collegial teamwork among all staff to meet student outcome goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assists administrators and teachers with intervention plan and positive student behavior support</td>
</tr>
<tr>
<td>2. Assessment and Accountability</td>
<td>Supervision</td>
<td>Supervises Assessment Coordinator, consultants and other staff in the coordination and administration of state</td>
</tr>
<tr>
<td></td>
<td>Monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAR system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correction actions</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Management and Organization

- School culture and environment
- Enrollment and attendance
- Support services
- Fiscal matters

- Maintains a positive and safe learning environment
- Provides oversight of staff responsible for emergency plan, safe school procedures, custodial and maintenance services
- Supervises and monitors staff responsible for enrollment, attendance, clerical and food services
- Monitors staff responsible for student support services (e.g. health, speech, technology, etc.)
- Executes and monitors contracts except facilities and construction, and large specialized grants
- Approves purchases and payments
- Implements adopted mandated and local assessment systems
- Monitors assessment results
- Analyses and uses data to improve teacher and learning and meet student academic growth targets
- Holds administrators and teachers accountable for student outcomes
- Coordinates Vaughn’s Peer Assistance and Review System
- Develops and implements corrective action plans if targets are not met
### 4. Special Programs and specialized processes

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervises staff responsible for the Gifted/Talented Program</td>
<td></td>
</tr>
<tr>
<td>Completes and submits required reports in a timely manner</td>
<td></td>
</tr>
<tr>
<td>Stays informed of grants, bonds, and facilities projects and legal matters carried out by Founder / Principal</td>
<td></td>
</tr>
<tr>
<td>Draft new charter and negotiates charter renewal with assistance of Founder/ Principal</td>
<td></td>
</tr>
<tr>
<td>Maintains WASC accreditation</td>
<td></td>
</tr>
<tr>
<td>Shows sensitivity to and appreciation of diversity</td>
<td></td>
</tr>
<tr>
<td>Resolves major parent issues</td>
<td></td>
</tr>
<tr>
<td>Serves as liaison to Vaughn Family Center</td>
<td></td>
</tr>
<tr>
<td>Maintain parent and district communication related to special education concerns</td>
<td></td>
</tr>
<tr>
<td>Partner with CSUN, other teacher preparation institutions, and</td>
<td></td>
</tr>
</tbody>
</table>
4. The Vaughn Administrator Evaluation Rubric

Vaughn utilizes the six key processes which interact with the core components of planning, implementing, supporting, advocating, communicating, and monitoring.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Components</th>
<th>Elements (P-12)Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rigor</strong></td>
<td>Standards, rigorous curriculum, quality</td>
<td>• Plans rigorous, coherent standards-based instructional program</td>
</tr>
<tr>
<td></td>
<td>instruction, faculty development</td>
<td>• Implements practices that holds teachers accountable for student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supports teachers to improve their instruction through professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advocates additional instructional opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates regularly with teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitors teachers behaviors and the participation of every student in quality instruction</td>
</tr>
<tr>
<td>Performance</td>
<td>Set goals, assessments, disaggregates data</td>
<td>• Plans and develops high and realistic goals by analyzing data</td>
</tr>
<tr>
<td>Accountability</td>
<td>monitor student growth</td>
<td>• Implements academic accountability evidenced by student growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supports teachers in strengthening student’s growth target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocates for meeting IEP goals and growth target for EL learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates the importance of aligning student needs, student data, and instructional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>differentiation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitors administration to multiple assessment and results</td>
</tr>
<tr>
<td>Culture of Learning</td>
<td>Organization</td>
<td>Professionalism</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Student behavior, school environment, connections to families and communities personnel | Plans personal growth opportunities and new learning  
Implements student positive behavior support system and school safety procedures  
Supports student and staff input and assesses the culture of the school from students’ perspectives  
Advocates additional services for students in and out of school time including extra-curricular community partnerships  
Communicates with families and communities to strengthen collaboration and resources  
Monitors culture of learning, student social and emotional needs and outcomes | Plans schedules, enrollment, and personnel needs  
Implements tasks in an organized and timely manner  
Supports organizational needs with optimal facilities arrangements  
Advocates for shared governance and shared responsibilities  
Communicates with staff on organizational plans and changes  
Monitors alignment of student needs to organizational structure including time, allocation, scheduling, facilities and human capital |
| Enrollment, schedules, personnel, governance, facilities | Volunteers to participate in school events, actively participates in a committee  
Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources  
Supports cooperation of teacher teams and grade level  
Attends and participates in all scheduled meetings  
Arrives on time, completion of scheduled work hours | Service to school and profession, attendance to meetings, punctuality, dress code, professional conduct, special assignments |
- Dresses professionally, adheres to dress code per staff handbook
- Reflects courtesy towards adults and students
- Contributes to environment of collegiality, community and professionalism

<table>
<thead>
<tr>
<th>Special Assignments</th>
<th>Grant-funded and categorical programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plans and designs program activities, personnel needs and budget</td>
</tr>
<tr>
<td></td>
<td>Implements time-tasks calendar and reporting requirements</td>
</tr>
<tr>
<td></td>
<td>Supports staff to ensure quality of program delivery</td>
</tr>
<tr>
<td></td>
<td>Advocates for alignment of student needs to special program</td>
</tr>
<tr>
<td></td>
<td>Communicates with staff funding agencies regarding guidelines</td>
</tr>
<tr>
<td></td>
<td>Monitors outcomes per contracts and established plans</td>
</tr>
</tbody>
</table>

### 5. The Vaughn Support Personnel Evaluation Rubric

Evaluation Rubric is established for counselors, case manager, psychologists

<table>
<thead>
<tr>
<th>Domains</th>
<th>Components</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Counseling and Support</td>
<td>Assessment; Goal setting; Intervention; Student study; Crisis intervention; College admission</td>
<td>Multidisciplinary assessment; Ind./group counseling; Goals and actions; Intervention coordination; Graduate Profile tracking; College applications; Drop-out prevention</td>
</tr>
<tr>
<td>Teacher Consultation and Support</td>
<td>Co-teaching; Coaching; Materials &amp; resources; Assistive devices</td>
<td>On campus service coordination; Training &amp; demonstration; Task analysis; Progress monitoring; Follow up services</td>
</tr>
<tr>
<td>Family Counseling and Support</td>
<td>Family development; Goal setting; Referrals; Home-school partnership</td>
<td>Ind./group counseling; Dealing with family stresses; Building resiliency; home-school projects; Adult education/engagement</td>
</tr>
<tr>
<td>Coordinating Human Services</td>
<td>Case Management; Interagency collaboration; Resource mapping and accessibility</td>
<td>Assessment and case studies; Networking &amp; communication; Use of community resources; Follow up and results; Healthy families and healthy neighborhood</td>
</tr>
<tr>
<td>School Climate and Culture</td>
<td>Recognition and pride; Community engagement; College-going support</td>
<td>Student/family recognitions; Expectations for learning and achievement; College tours and scholarship; Alum connections</td>
</tr>
</tbody>
</table>
Evaluation Process and Timeline (First Semester)

Pre-Visit Conference
Discussion between the teacher and the evaluators include, but are not limited to:
- Anything that would assist in establishing a relationship of trust and understanding and opens up the channels of communication;
- Concerns, apprehensions, needs should be discussed from the outset;
- Teacher should have an opportunity to describe his/her program;
- Teacher should have an opportunity to identify his/her strengths and the areas they would like to improve;
- Teacher should describe what their overall focus and objectives for the year may be;
- Evaluator should define what exemplars and evidence needed;
- Teaming opportunities should be explained
- Student profiles

Observation/Coaching
Informal, minimum 2X annually
Instrument used: Checklist and/or Marzano’s Observation Standards for the Teaching Profession.
Administrators and Peer Evaluators visit and check for evidence of expected instruction practices (e.g. lesson planning, classroom management, vocabulary development, student engagement, etc.). If evidence is not found, questions may be asked to insure that an exemplar is not overlooked.
Feedback is provided as follows;
- Peer Evaluator and Administrator meet to discuss observations before meeting with teacher;
- Peer Evaluator and Administrator and teacher sign the Checklist/Observation Instrument to verify that results were shared;
- A copy of the signed instrument is provided to the teacher

Formal Evaluation, 2X annually
Instrument used: Evaluation Rubric (Apprentice or K-12)
- Administrator and Peer Evaluator visit and check for evidence of expected instructional practices directly related and measured by the Evaluation Rubric;
- Peer Evaluator and Administrator meet to discuss observations;
- Administrators meet with the teacher to provide feedback and discuss results

Assistance and Interventions for Teachers and Certificated Staff
Step #1 - Assistance
- Concerns can be brought up to administrators, by clan leaders, peers, parents, committees, students.
- Executive Director check the validity of the concern, then organize a small professional assistance team that can include a clan leader and peer reviewer, Chairperson of Personnel Subcommittee, elected Faculty Chair/Co-Chair.
- Teacher receives the resources and support (use of growth indicators, goals and/or time lines agreed to by the teacher and the assistance team).
• Allow 3 months maximum from the time when the concern arises. Exceptions are matters dealing with legal, ethical or confidential implications.
• Resources include:
  o Peer coaching by expert teachers, assistance from mentors, Clan Leaders
  o Clinical supervision, visitation notes and conferences by Administrators
  o Teaming with other teachers
  o Supervision by college professors
  o Substitute release days for planning, observation, articulation
  o Workshop attendance

Step #2 - Intervention
• Professional assistance team reevaluates goals and reflect on why goals are not met and what else can be done to help the teacher.
• Establish task analysis process
• Allow 4-6 weeks maximum to meet 2-3 specific goals.

Step #3 - Consequences (within 4-6 weeks)
• Classroom and/or grade-level change
• Suspension with or without pay
• Contract not renewed
• Dismissal

Assistance and Intervention for Classified and Paraprofessionals
• Ongoing supervision and observation by teacher(s).
• Completion of annual and a conference to review the evaluation.
• Resources include:
  o Monthly on-site training during paid time.
  o Mentoring, one-on-one guidance from the supervising teacher and/or coordinators.
  o Opportunities to observe other classes and peers.
  o Planning and conference time with teacher.
  o Consequences: Suspension with or without pay; Dismissal

PERFORMANCE PAY PLANS
Vaughn has a comprehensive performance pay system. To establish and implement this system, strategies include:
1. Involve staff members in the design of differentiated incentive pay plans to assure buy-in;
2. Provide substantial incentive amount (20% of base pay) to make the efforts worthwhile;
3. Diversify incentives to different areas of performance (e.g. student achievement, student attendance, skills-based evaluation, graduation rate, etc.) to strengthen impact;
4. Award individuals, by group, and schoolwide to keep all the gears turning;
5. Create leadership roles and added duties based on student needs and not adult availability;
6. Be ready to re-align incentives to new achievement target(s) annually if needed;
7. Maintain adequate fiscal resources to guarantee prompt and sustained incentive to build trust.
Performance Validation and Student Academic Growth

Student outcomes are included in the staff evaluation.

<table>
<thead>
<tr>
<th>Interim</th>
<th>Summative</th>
<th>Other Student Outcome Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester standards-based benchmark assessment</td>
<td>Results of annual statewide assessment (e.g. CST)</td>
<td>Student attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation rate</td>
</tr>
</tbody>
</table>

Example of K-12 Teacher Performance Pay Plan

<table>
<thead>
<tr>
<th>Performance pay</th>
<th>Elementary (K-5)</th>
<th>Secondary (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base pay (years of experience, degree)</td>
<td>$46,000-$62,000</td>
<td></td>
</tr>
<tr>
<td>Individual teacher Skills/Knowledge</td>
<td>$2,000 - $7,500</td>
<td>Evaluation rubric scored by Self, Peer Reviewer, Administrator</td>
</tr>
<tr>
<td>Individual teacher’s value added student growth (by group for teachers of non-testes subjects)</td>
<td>$5,000</td>
<td>Interim student benchmark assessment</td>
</tr>
<tr>
<td>Individual/group – other student outcomes</td>
<td>$2,000</td>
<td>Student attendance Graduation rate</td>
</tr>
<tr>
<td>Schoolwide student achievement and graduation rate</td>
<td>$2,000</td>
<td>Student growth based on statewide assessment</td>
</tr>
<tr>
<td>Expertise, additional duties</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Intersession</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td><strong>Maximum Earnings</strong></td>
<td><strong>$83,500</strong></td>
<td></td>
</tr>
</tbody>
</table>

In addition to base pay and extra compensation for certification and advanced degrees, we pay contracted teachers the following:

1. **Skills and Knowledge Pay** - Vaughn also pays contracted staff for what they know and what they do based on differentiated levels.
2. **Contingency-based pay** - Teachers can earn extra bonus for achieving certain goals, such as student attendance.
3. **Student Academic Growth Pay**
   a. **Schoolwide** - Achievement goals and graduation rate are established using growth target set by the State.
   b. **Individual Teacher/Teaching Team** – Student achievement growth based on specific benchmarks set by Vaughn.
4. Expertise compensation - Teachers in leadership roles including grade level chairs, committee chairs, peer reviewers, mentors, faculty representatives, after school club leader and intersession instructors receive additional stipends.

***** The above compensation pay will be prorated based on actual days worked. Late start and leaves will result in prorated pay instead of distributed 12thly base pay.

Due Process
(For contracted full-time staff members)

<table>
<thead>
<tr>
<th>PROBLEMS, COMPLAINTS</th>
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<tr>
<td>APPEAL TO RESPONSIBLE COMMITTEE</td>
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<td>(e.g. Business, Curriculum, Partnership)</td>
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<td>(IN WRITING WITHIN 5 SCHOOL DAYS)</td>
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<td>APPEAL TO BOARD OF DIRECTORS</td>
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<td>(IN WRITING WITHIN 10 SCHOOL DAYS)</td>
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<td>REQUEST FOR STATE MEDIATION IF AGREEMENT NOT REACHED</td>
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<td>(IN WRITING WITHIN 10 SCHOOL DAYS)</td>
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<tr>
<td>SCHEDULE FOR ARBITRATION IF AGREEMENT NOT REACHED</td>
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<tr>
<td>(IN WRITING WITHIN 10 SCHOOL DAYS)</td>
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- Committees (e.g. Business, Curriculum, Partnership) must respond to appeals in the order received (i.e., first come first served) and in a timely manner (within a school month).
- Due process may end at any step when both parties agree to the solution.
- Arbitration is binding. Vaughn will pay 50% of the arbiter’s fee up to $1,000. The party requesting arbitration will pay the balance.
ELEMENT 6. HEALTH, SAFETY AND FACILITIES

Governing Law: “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)

In order to provide safety for all students and staff, Vaughn has adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts.

BLOOD BORNE PATHOGENS
Vaughn shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place.

DIABETES
Vaughn will provide information regarding type 2 diabetes to the parent or guardian of incoming Grade 7 students, pursuant to Education Code Section 49452.7. The information shall include, but not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT
Vaughn shall maintain a drug, alcohol and tobacco free workplace.

IMMUNIZATIONS
1. All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Records of student immunizations shall be maintained in the health office.
2. Vaughn will provide appropriate screening for students’ health equivalent to that provided by regular public schools per state mandates (e.g. Kindergarten and Grade 1 vision and hearing screening, scoliosis screening, etc.) by our on-site health clinic and professional health-care staff.
3. Enrolled students in grades 7-12 will be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising Grade 7 students.
4. Vaughn will follow established legal procedures in making referral to agencies and/or local hospitals for chronic illness and treatment of communicable disease through our school-based clinic.

MEDICATION IN SCHOOL
Vaughn will adhere to Education Code Section 49423 regarding administration of prescription drugs and other medicines in school.

TUBERCULOSIS TESTING
Vaughn will assure that all faculty and staff have completed tuberculosis examination as described in EC Section 49406. Documents will be kept current.

VISION, HEARING, AND SCOLIOSIS
Students will be screened for vision, hearing and scoliosis. Vaughn will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

COMPLAINTS AND INVESTIGATION PROCEDURES
Vaughn has developed a complaint and investigation procedure to centralize all complaints and concerns. The Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the school through this procedure.

1. Provide a school that is free from sexual harassment, as well as harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sex, sex orientation, or disability.
2. Provide information on uniform complaint filing and implementation of complaint procedures.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES
Vaughn is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Vaughn has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, student to student, and student to employee misconduct).

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS
All certificated and non-certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. All staff must participate in training related to child abuse reporting. A written policy is in place for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.

FERPA
Vaughn, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
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HEALTH, SAFETY AND EMERGENCY PLAN

Vaughn will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Vaughn will have a Health, Safety and Emergency Plan in place prior to beginning operation of the charter school. Vaughn will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Emergency Preparedness

Vaughn shall adhere to policies and procedures drafted in conjunction with law enforcement and the Fire Marshall for response to natural disasters and emergencies, including fires, flood, earthquake, terrorist threats, and hostage situations. Designated instructional and administrative staff will receive regularly scheduled training in emergency response, including appropriate “first responder” training or its equivalent.

Facility Safety

1. Vaughn will maintain clean and safe campuses including instructional areas and auxiliary service areas (e.g. food services, transportation, custodial services, hazardous materials, etc.)
2. It shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.
3. All campuses will comply with state building code, federal American with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain certifications on file.
4. Students will be housed in facilities that have received State Fire Marshal approval, DSA inspection, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
5. Periodic inspections including asbestos shall be undertaken, as necessary, to ensure such safety standards are met.
6. Vaughn agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
7. Vaughn shall conduct fire drills as required under Education Code Section 32001.
8. Vaughn will comply with all health and safety laws and regulations that apply to regular public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
9. All visitors are required to complete established sign-in and sign-out procedures.
10. Vaughn will communicate with law enforcement and local agencies regarding crime around and within campus site and maintain “Zero-tolerance” policy related to weapons on campus.
Safe School Plan
A comprehensive safe school plan is developed, kept on file, and updated each year. School staff will be trained annually on the safety procedures outlined in the plan. The plan follows district format and it includes:

1. Contact information
2. Safe school assessment
3. Mandated reporting and notification
4. Campus security and crime prevention
5. Traffic and pedestrian safety
6. Plant safety and cleanliness
7. Violence prevention and intervention
8. School crisis team (mental health)
9. Student discipline and attendance
10. Disaster drills
11. Evacuation plan
12. Bomb threats

PROCEDURES FOR BACKGROUND CHECKS
Vaughn requires all employees of Vaughn, and all volunteers who will be performing services that are not under the direct supervision of a Vaughn employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Vaughn will maintain on file and available for inspection evidence that Vaughn has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Vaughn also ensures that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students. Procedures are as follow:

1. Employees will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit fingerprint copies to the California Department of Justice for the purpose of obtaining a criminal record summary.
2. Vaughn’s Personnel Subcommittee along with designated clerical staff shall monitor compliance with this policy.
3. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

LIABILITIES AND INSURANCE REQUIREMENTS

Assets and Liabilities
1. All new properties purchased, new classrooms and buildings financed and built by Vaughn after July 1993 belong to the charter school entity. LAUSD is not liable for Vaughn’s mortgage payment, bond repayment, loans and/or debts.
2. LAUSD is not responsible for any compensation and/or health benefits received by Vaughn’s staff.
Insurance Requirements

No coverage shall be provided to Vaughn by the District under any of the District’s self-insured programs or commercial insurance policies. Vaughn shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Vaughn from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional 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 the charter school's insurance primary despite any conflicting provisions in Vaughn's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Vaughn from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Vaughn does not operate a student bus service. If Vaughn provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Vaughn to cover all Vaughn 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. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Vaughn’s insurance shall be primary despite any conflicting provisions in Vaughn’s policy.

**Evidence of Insurance**

Vaughn shall furnish to the District’s Office 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Vaughn deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 Vaughn.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Vaughn does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Vaughn further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s 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 the charter school, and their officers, directors, employees or volunteers. Moreover, Vaughn agrees to
indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Criminal Background Checks and Fingerprinting**

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
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ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: “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)

Vaughn continues to serve the same student population that existed before charter conversion. Fortunately, our school culture and programs have significantly reduced the harm related to racial isolation.

Vaughn will continue to make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. Recruitment efforts shall include publicizing our instructional programs at populated local venues (e.g. local shopping malls, markets, swap meets, churches, community center, etc), hosting orientation and Open House, providing school tours, outreaching and speaking to interested parents and students in various languages including English, Spanish and Chinese.

Court-ordered Integration
Vaughn shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students
The District and Vaughn are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Vaughn agrees to discuss with the District the possibility of accepting for enrollment District
students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Vaughn shall have the right to continue attending Vaughn until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Vaughn shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Vaughn will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Vaughn. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Vaughn. Vaughn will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at Vaughn.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Vaughn under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Vaughn.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Vaughn has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Vaughn understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Vaughn agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent 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 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 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; and

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

Vaughn also understands that as part of its oversight of Vaughn, the District may conduct program review of federal and state compliance issues.
**ELEMENT 8: ADMISSION REQUIREMENTS**

Governing Law (K-12th): “Admission Requirements, if applicable.” Ed Code 47605 (b)(5)(H)

1. Vaughn is a neighborhood, non-sectarian, community-based public school with no admission criteria and no tuition charged.

2. Vaughn shall admit all students who wish to attend Vaughn and will assertively recruit academically low-achieving students with disabilities, and economically disadvantaged students.

3. Vaughn will adhere to all laws establishing minimum age for public school attendance. Vaughn will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

4. All students residing in the State of California may enroll in accordance with the California Charter School Law. Due to Vaughn being an elementary charter conversion campus, for elementary, enrollment preference will be given to students who reside in the Vaughn pre-charter geographic boundary. For middle and high school, preference (minimum 75%) will be given to students who have graduated from Vaughn’s 5th grade for entry into the middle school and from Vaughn’s 8th grade for preference into the high school. There is an application process for each level: Elementary, Middle School, High School.

5. For middle school and high school, if there are more applicants than spaces, a lottery will be conducted. Student applicants will be assigned a random number. A third party (e.g. University partners) will conduct the lottery. Parents will be notified of the date and time of the lottery and will be invited to attend.

6. Students who are not selected in the lottery will be reminded to enroll in another school (so they comply with compensatory education laws) and will be placed on a waitlist and telephoned in order when space becomes available for grades 6-12. Even if students have already enrolled in neighboring District schools, they will be telephoned from the waitlist so as to ensure admittance to all who wish to attend.

7. For Grades K-5 only, Vaughn will provide to the District the number of waitlist students who live within the Vaughn’s pre-charter geographic boundary for assistance with placement at District receiver schools.

8. All procedures related to confidentiality and privacy of student records (FERPA) will be adhered to.
McKinney-Vento Homeless Assistance Act
Vaughn will 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. Vaughn will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Admission Timeline and Procedures
Elementary Campuses
- Distribute application in May for June submission
- Separate students living in pre-charter boundary and those living outside our pre-charter boundary
- When school opens on August 1 (two weeks prior to District schools’ opening day), enroll all K-5 students living in the pre-charter boundary first.
- Contact students who are “no show” and keep spaces for them unless there are more applicants than available space.
- Fill open spaces with student applicants not living in pre-charter boundary on a first come first serve basis or via lottery if there are more applicants than available spaces.
- Once our capacity is reached, Vaughn will notify the district.
- If Vaughn reaches its housing capacity and a student who lives in the Vaughn pre-charter boundary wishes to enroll, Vaughn will not “dis-enroll” a student who does not live in the Vaughn’s pre-charter boundary to make room for the student who wishes to enroll. Per Charter School law, Vaughn cannot discriminate based on residence or geographic location.
- After capacity is reached as determined by District School Management Services and students still wish to enroll, the District will be notified. The District will determine which District schools to send precharter boundary K-5 students for enrollment. Vaughn may refer students to other charter schools.

Middle and High Campuses
- December: Begin outreach and recruitment procedures
- January: Begin to hold parent and student information meeting
- March: All students who have submitted “intent to enroll” will be separated into two groups (students culminated from Vaughn, students who have never attended Vaughn).
- 75% enrollment priority will be offered to students from Vaughn. If there are more applicants than the 75% available spaces, a lottery will be conducted for students from Vaughn.
- The remaining 25% spaces will be filled by students interested in attending with preference to District students. If there are more applicants than available spaces, an additional and separate lottery will be conducted.
- The above polices are established based on charter law, community needs and prior experience. Some of Vaughn graduates prefer to transition to larger comprehensive middle
or high schools which offer more elective options. Vaughn must also offer some spaces to secondary students who do not live in Vaughn pre-charter geographic boundary.
ELEMENT 9. FINANCIAL AUDITS

Governing Law: “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 (b)(5)(I)

Fiscal Standards
- Establish consistent, internal control by using effective budgetary and generally accepted standard accounting principles
- Complete interim financial reports to make sure Vaughn is financially sound (fall, winter and spring J-210 reports).
- Monitor ongoing cash flow, expenditures vs. cost allocation.
- Maintain adequate reserve and cash flow in the Los Angeles County Treasury and other financial institutions.
- Review all contracts and bids carefully prior to entering into any agreement.
- Maintain comprehensive liability insurance coverage.
- Make sure that everyone understands his/her role in the accounting system and the necessity for accuracy and adherence to the established fiscal practices related to procurement.

Internal Control
Vaughn has developed a flowchart that delineates clear line of responsibilities to assure internal control and protection against mishandling of funds. Internal fiscal control procedures include:
- Estimate funding based on information provided by the State and authorizer.
- Develop an annual budget by the Governing Board with recommendations from the Business Committee.
- Develop cost allocation plan and assign expenditure codes; set up general ledger using general accounting principles (responsible persons: Founder/Principal, Executive Director, Business Manager, contracted CPA).
- Set up additional excel worksheet to counter-check general ledger (Founder/Principal, contracted CPA).
- Make weekly reconciliation; check weekly balance (Founder/Principal, Business Manager, contracted CPA).
- Prepare monthly budget report to Business Committee (Chair of Business Committee and Administrator assigned to the Committee).
- Establish quarterly financial performance data (Business Committee).
- Track personnel salary and benefits (Business Manager); reconcile monthly payroll (contracted CPA).
- Track contractors’ budget and evaluation (Executive Director).
- Track equipment and supplies budget; complete equipment inventory (Supply clerk, Technology Task Force).
- Track fixed costs including utilities, maintenance (Founder/Principal, Business Manager).
- Reconcile accounting errors, payment errors (contracted CPA).
- Prepare revenue details, cost reports and expenditure details (Contracted CPA, Founder/Principal)
- Submit declining balances to Business Manager, Founder/Principal for funds allocated to certain programs, committees and/or grade levels (responsible administrators)

**Method of Procurement**

**Pre-procurement**

Based on yearly survey of needs, a list of potential capital outlay, equipment, supplies and contract needs are compiled by the Business Committee.

**Small Purchases (for purchase of goods up to $5,000)**

1. Purchases are done by designated administrators, Committee Chairpersons using cost allocation plan and approved budget. All orders sent are maintained on file with declining balance.
2. Vaughn may utilize vendors on LAUSD approved list (Piggyback method).
3. Order Clerks and Plant Manager receive orders and sign packing slips.
4. Supply Clerks receive textbooks and supplies; inventory all textbooks.
5. Responsible administrators distribute equipment and materials after inventory.
6. Order Clerks and Business Manager will follow approved accounting procedures in checking invoices against purchase orders and receiving goods and services prior to submitting invoices to Executive Director.
7. Executive Director reviews signed orders, signed packing slips, match invoices to budget approval and authorizes payment
8. Business Manager makes payment and maintains on file all purchases regardless of amount.
9. Contracted CPA and Business Manager reconcile bill payment amounts, log appropriate accounting entries, and verify check security.

**Large Purchases (for purchases of goods above $5,000)**

1. At least 2 quotes must be solicited by designated administrators from vendors that can reasonably be expected to provide the goods needed. Quotes
2. Quotes are to be shared with Committee Chairpersons. The lowest price shall serve as the primary criteria for selection.
3. Follow steps #3-9 above

**Service Contracts (for contracts up to $2,000)**

1. Executive Director may award the service contract
2. Responsible staff members provide Executive Director with evaluation of service
3. Business Manager receives payment requests, checks with responsible staff regarding service completion.
4. Executive Director reviews and approves payment requests
5. Business Manager makes payment and maintains on file all purchases regardless of amount.
6. Contracted CPA and Business Manager reconcile bill payment amounts, log appropriate accounting entries, and verify check security
Service Contracts (for contracts above $2,000)
1. At least 2 competitive proposals must be solicited by designated administrators from contractors.
2. Bid specifications will include priority to small and minority-owned businesses in the immediate community (Pacoima, San Fernando and other areas within Northeast San Fernando Valley’s Empowerment or Enterprise Zones). Contractors are excluded from bidding on items in which they have a prior interest. Business Committee will conduct a price comparison or cost analysis.
3. Contractor invoices are first reviewed by assigned administrator(s) who directly work with the contractor before submitting to Executive Director for further review.
4. Executive Director and/or Founder/Principal conducts evaluation review then submits invoices to Business Manager for payment.
5. Business Manager makes payment and maintains on file all purchases regardless of amount.
6. Contracted CPA and Business Manager reconcile bill payment amounts, log appropriate accounting entries, and verify check security

***When emergency needs for items or service does not permit a delay resulting from competitive solicitation (e.g. natural disasters, collapsed roof, etc.), the Executive Director and/or Founding Principal may proceed with needed procurement for a limited time.

**District Oversight Costs**
The District may charge for the actual costs of supervisory oversight of Vaughn not to exceed 1% of Vaughn’s revenue, or the District may charge for the actual costs of supervisory oversight of Vaughn not to exceed 3% if Vaughn is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves and Debts**
Additionally, Vaughn will at all times maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Vaughn owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Vaughn, Vaughn authorizes the District to deduct any and all of the in lieu property taxes that Vaughn otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts.
VAUGHN further understands and agrees that the District shall make appropriate deductions from the
in lieu property tax amounts otherwise owed to Vaughn. Should this revenue stream be insufficient
in any fiscal year to cover any such costs, Vaughn agrees that it will reimburse the District for the
additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records
Vaughn agrees to observe and abide by the following terms and conditions as a requirement for
receiving and maintaining their charter authorization:

- Vaughn is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter
  and requires that it, among other things, monitors the fiscal condition of Vaughn.
- The District is authorized to revoke this Charter for, among other reasons, the failure of
  Vaughn to meet generally accepted accounting principles or if it engages in fiscal
  mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit
Vaughn’s books, records, data, processes and procedures through the District Office of the
Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Vaughn’s financial information,
- Vaughn’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Vaughn’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Vaughn will cooperate fully with such audits and shall make available any and all records necessary
for the performance of the audit upon 30 days notice to Vaughn. When
30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-
hours notice. Vaughn will develop and maintain internal fiscal control policies governing all
financial activities.

Budget, Cash Flow, Annual Audits
Budget development will begin each year immediately following the January announcement of the
Governor’s K-12 State Budget Proposals and will continually be refined through the May Revise to
the Final State Budget Act. Budgeted resources will always be consistent with Vaughn’s goals as
identified by the Board of Directors. Two interim reports and year-end estimated actuals will
continue to be submitted to the District.

Vaughn prepares a projected cash flow schedule at the beginning of each school year based on the
approved budget adopted by Vaughn’s Governing Board in May. The timing of cash receipts and
cash disbursements in this schedule is based on historical experience of cash flows for Vaughn and
any new information received from funding sources as it relates to the specific school year. This
schedule reflects month-to-month cash projections and is compared to actual results on a monthly basis.

As a direct-funded independent charter school, most of the Vaughn’s state and federal revenue flows directly from the state. Funds flowing through the District (e.g. property taxes, and any other funding generated by Vaughn students) will be transferred via journal voucher entry on or before the fifteenth of each month for prior month’s revenue receipts. All revenue generated by Vaughn will be deposited in the Los Angeles County Treasury. All expenditures (except small revolving account) will be drawn on the County Treasury which enables the County budgeting and accounting system to account for all revenue and expenditures.

Each November, the Board of Directors will engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. On or before December 15 of each year, a certified, detailed audit report is provided to the Authorizer, LACOE, the California State Department of Education, the State Controller’s Office and the California State Department of Finance. Audit irregularities are corrected within one month and recommendations are implemented for the following fiscal year. The State Controller’s Office also conducts onsite audit regularly.

Financial Reports
The following reports will be submitted to the District each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget- July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Instructional Calendar – annually five weeks prior to first day of instruction
- Classification Report – Monthly, the Monday after close of the last day of the school month
- Statistical Report – Monthly, the Friday after the last day of the school month
- P1 – First week of January
- P2 – First week of April
- Bell schedules
- School calendar
- Other reports requested by the District

Administrative Services
Vaughn handles all administrative services internally, by hiring employees. It does not contract with third party providers for services such as custodial, maintenance, business services, etc.
Transportation
Transportation services for Vaughn activities such as curricular trips, school sponsored events and events will be provided at Vaughn expense utilizing either District buses on a fee-for-service basis and subject to an MOU, or a state-approved transportation provider.

Operational Standards and Procedures
Vaughn has developed a fiscal handbook that describes in detail procedures for the following:

- Resource allocation and planning
- Accounting procedures – revenues, expenditures, receivables and payable, cash management, investments
- Procurement, contracts and bidding process
- Salary allocation, rating in and pay plan
- Payroll, staff attendance, human resource
- Benefit rate and calculation
- State mandated costs and logs
- Fixed assets, real estate acquisition, equipment inventory

In addition, Vaughn maintains a comprehension annual budget handbook that contains:

- Up-to-date general ledger
- All transaction and warrant requests from LACOE
- Revenues by object codes; expenditures by object codes
- Names of official signatories; members of Business Committee with fiscal decision making responsibilities, agendas and minutes
- Insurances and contracts
- Payroll summaries; benefit summaries
- Revolving account ledger
- Restricted programs (budget and cost reports)
- Investment reports

The charter shall provide the District with all financial and related reports, including enrollment and attendance to enable the District to meet its requirements by law.

Note: All fiscal reports are also maintained electronically: using LACOE’s online Peoplesoft and Vaughn’s general ledger (QuickBook).

Revenues and Apportionments
Vaughn will receive full and equitable funding pursuant to Vaughn Funding Model for all funds included in the funding model. Vaughn will apply directly for funds not included in the model for which charter schools can apply directly. Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which Vaughn cannot apply for directly and which are not included in the categorical block grant, Vaughn will engage the local education agency or the state in securing its equitable share, based on its student population and eligibility of program funds.
Federal Funds

- Apply for all Title funds by submitting the consolidated application directly to the state. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Vaughn receives funding directly and is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application.
- Apply directly to the State for USDA Child Nutrition Program funds.
- Federal revenues received by Vaughn include but not are limited to the following:
  - NCLB:T1, Basic School Support
  - NCLB:TIV Part A, Drug Free Schools
  - NCLB:TII, Teacher Quality
  - NCLB:TII, Enhancing Education Through Technology,(Formula Grant)
  - NCLB:TV, Innovative Educational Strategies
  - NCLB:TIII, Limited English Prof (LEP)
  - Special Education (IDEA)
  - Child Nutrition Program

State Funds

- Vaughn is a directly funded, fiscally independent charter school. Vaughn will continue to receive direct funding from the State in accordance with AB 544 and Vaughn direct funding model as identified in Education Code Sections 47633 and 47634.
- Certain funding will be funded through its Local Education Agency.
- State revenues received by Vaughn include but are not limited to the following:
  - Charter School Categorical Block Grant
  - Mandated Costs Reimbursement
  - State Lottery: Non Prop 20
  - Class Size Reduction, Grades K-3
  - Tobacco-Use Prevention Education(TUPE) Elementary Gr. 4-8
  - Instructional Materials Realignment, IMFRP (AB 1781)
  - Prop 10, First 5
  - Nutrition Network

Local and Foundation Funds

- Property tax: Funded through its Local Education Agency per state law.
- Donations and gifts: As a public school, Vaughn can legally apply for and accept grants. Vaughn will follow sound fiscal management policies.
- Investments and interests: In addition to investments handled by the LA County Treasury, Vaughn will invest in other financial institutions so as to leverage maximum resources for our students and assure program longevity.
• Leases and rental: Vaughn will enter into lease and rental agreement with its clients (e.g. Los Angeles County Department of Health and various on-site social service agencies).
• Foundation grants – Vaughn will continue to submit competitive grant applications directly to foundations (e.g. LA’s BEST, Prop 10/First 5 L/A, etc.) and maintain program accounting per grant agreements.

Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which Vaughn cannot apply for directly and which are not included in the categorical block grant, Vaughn will engage the local district or the state in securing its equitable share, based on its student population and program eligibility of program funds. These funds may include, but are not limited to transportation, forest reserve, sales and use taxes, developer fees, parcel taxes, building bond funds and property taxes. Per section 47635 (a) of the Education Code, the local district will transfer the appropriate percentage of funding to Vaughn along with its monthly local property tax transfer.

**Investments (Equity portfolios)**
Vaughn maintains four investment portfolios in the following financial institutions
- Endowment Fund (in Vanguard Fund)
- Employee Incentive Fund (in Vanguard Fund)
- Building and Capital Fund (in Vanguard Fund)
- Qualified School Construction Bond Debt Repayment Sinking Fund (in Payden Fund)

The Board determines asset allocations of these fund, meets regularly with the fund managers of these institutions. In addition, the Board reviews the progress of these funds with a contracted licensed financial consultant who assists the Board with monitoring.

**Enrollment and Attendance Accounting**
Vaughn will use a computerized student information system (e.g. ARIES) for the entire school (K-12th). The system tracks the following:
- Student demographics
- State standardized test results
- Student enrollment
- Staff information
- School programs
- Student schedules
- Transfer and cumulative record information
- Daily attendance will be recorded online by classroom teachers.
- Absence notes will be required from parents/legal guardian upon absence of a child from school.
- Required reports (e.g. classification and statistical reports) will be completed on a monthly basis and submitted to the Authorizer and requesting agencies.
Expenditures and Resource Deployment

- For every dollar spent, Vaughn will first consider student needs. All funds will be deployed with student achievement as a priority. A yearly budget will be prepared and tentatively adopted each May for the following school year.
- Expenditure tracking using the following categories:
  - Certificated Salaries
  - Classified Salaries
  - Employee Benefits
  - Books & Supplies
  - Services, Other Operating Exp
  - Capital Outlay

Payroll Services

- Select and contract a bonded payroll company that handles payroll processing, direct deposits, submission of all taxes.
- Set up payroll records and input employee information
- Develop and execute staff tracking reports for illness/release days, vacation.
- Develop and execute substitute tracking report
- Submit TSA, STRS
- Distribute 1099s and W-2s
- Distribute payroll warrants
- Reconcile payroll errors

Accounts Maintained

- LACOE Peoplesoft account
- Payroll account
- Revolving account for purchases
- Cafeteria account
- Investment and saving accounts at financial institutions

Service Contracts

Service Contracts and fee for service include but are not limited to the following

- Payroll services (payroll company)
- Peoplesoft general ledger and accounting (LACOE)
- Routine maintenance and repairs
- Legal counsel
- Alarm monitoring
- Field trip transportation
- Accounting and independent audit
o Network and communication system
o Food services consulting
o Speech and language assessment and therapy
o State mandated costs reimbursement
o Gardening
o LAUSD maintenance and certification program (e.g. rubbish disposal, elevator, fire sprinklers, etc)

**State Mandated Costs Reimbursement**
To comply with state mandates, Vaughn will develop and implement necessary state-mandated activities and will be eligible for reimbursements in accordance to state regulations.
ELEMENT 10: STUDENT SUSPENSION & EXPULSION

Governing Law: “The procedures by which pupils can be suspended or expelled”. (Ed Code Section 47605 (b)(5)(J))

Vaughn will provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Vaughn will ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Vaughn will be responsible for the appropriate interim placement of students during and pending the completion of Vaughn’s student expulsion process.

Vaughn will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Vaughn will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, Vaughn will identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Vaughn will document the alternatives to suspension and expulsion that Vaughn utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities. If a student is expelled from Vaughn, Vaughn will forward student records upon request of the receiving school district in a timely fashion. Vaughn will also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that Vaughn’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, Vaughn must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504
Accommodations, Vaughn must provide evidence that it convened a Link Determination meeting to address two questions:

1. Was the misconduct caused by, or directly and substantially related to the students’ disability?
2. Was the misconduct a direct result of Vaughn’s failure to implement 504 Plan?

Outcome Data
Vaughn will maintain all data involving 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 Vaughn will be given a rehabilitation plan upon expulsion as developed by Vaughn’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Vaughn for readmission.

Readmission
Vaughn’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Vaughn’s governing board shall readmit the pupil, unless Vaughn’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

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

Special Education Students
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Vaughn will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the
District and Vaughn an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Vaughn’s administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student’s disability?
- Was the misconduct a direct result of Vaughn’s failure to implement 504?

**Gun Free Schools Act**

Vaughn shall comply with the federal Gun Free Schools Act.

**Behavior Intervention and Student Discipline Program**

Vaughn will have in place behavioral interventions prior to suspension/expulsion procedures. Policies regarding the readmission of expellees and admission of students expelled from other districts will be provided. Implementation of The Gun-Free Schools Act will consider the mandates of the IDEA and the school will comply with all other mandates of the IDEA.

A school-wide student discipline program is in place. The involvement of parents, students, and staff in designing and implementing a discipline policy will occur. The program is clearly articulated to students and their parents verbally and in writing during the first week of school when Vaughn hosts a Home-School Orientation. In addition, all secondary students receive a student/parent handbook with all pertinent school information including disciplinary plan.

*School-Wide Positive Behavior Support Plan* - Good behavioral expectations are the foundation of a good school environment and the development of first-class social skills and high-quality citizenship skills. First-rate skills, in turn, lead to higher expectations and success with regard to students’ academic and social-emotional achievement. Vaughn is an excellent school community which aims at being a model of success. Our School-Wide Positive Behavior Support Plan teaches our school community to Be Safe, Be Respectful, and Be Responsible. All members of our school community (students, staff, parents, volunteers) are introduced to and reminded of what desired, ‘nice’ and ‘kind’ behaviors look like. We define and explicitly describe our behavioral expectations and then help our school community practice and perfect those behaviors. All adult members of our school community are reminded to consistently model desired, ‘nice’ and ‘kind’ behaviors in order to help consistently reinforce desired behaviors.

*Student Discipline Policy* - A school-wide student discipline policy developed by parents and staff promotes student safety and self-discipline, the importance of excellent and consistent attendance, our school uniform policy, and develops respect for self and others. Teachers and students establish their classroom management system with clear expectations, incentives and consequences (i.e., tangible rewards, group rewards, and congratulatory notes to parents, certificates, progress reports, contracts, time away/time out, and home intervention).
Regularly scheduled grade level assemblies highlight student achievement (overall and specific areas), good attendance, civic responsibilities, and citizenship awards in the presence of family and community members. We also showcase student accomplishments at events such as Science Fairs, Young Authors, Back-to-School night and Open House. At all times, we attempt to build within our students a sense of pride and intrinsic gratification. For at-risk students who continue to struggle academically and/or emotionally, additional interventions include individual contracts with administrators or the school counselor(s), connections with adult mentors, work with outside service providers, and invitations for students and parents to attend Saturday classes.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at anytime including but not limited to:

- While on school grounds
- While going to or coming from school
- During, going to, or coming from a school-sponsored activity

**Reasons for Suspension** (California E.C. Section 48900)
All 48900 et seq. reasons for suspensions apply. The reasons that may result in suspension may also result in expulsion. School Administrators may suspend a student from school for a maximum of twenty days during the school year if that student committed any of the following:

- Threatened, attempted, or caused physical injury to another person.
- Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
- Possessed, used, sold, furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Offered, furnished, or sold any substitute substance represented as a controlled substance or intoxicant of any kind.
- Committed robbery or extortion.
- Committed a sexual battery
- Caused or attempted to cause damage to school or private property.
- Stole or attempted to steal school or private property.
- Possessed or used tobacco.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Offered, furnished, or sold any drug paraphernalia.
- Disrupted school activities or willfully defied the authority of school personnel
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
• Engaged in or attempted to engage in hazing of another.
• Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
• Made terrorist threats against school officials and/or school property.
• Committed sexual harassment.
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
• Committed any repeated willful violation of the suspendable offenses as specified in the student handbook.
• Bullying defined as intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. 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 of the California Education Code, directed specifically toward a pupil or school personnel.

Suspension Procedures
Suspension shall be initiated according to the following procedures:

Conference
• Suspension shall be preceded, if possible, by a conference conducted by an Administrator with the student and his or her parent/guardian, and, whenever practical, the teacher or school employee who referred the student to the Administrator.
• The conference may be omitted if the Administrator determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel.
• If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.
• At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
• The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Notice to Parents/Guardians
• At the time of the suspension, an Administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person.
• Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, specific offense committed by the student, and the date of return following suspension, as well as a request for a conference.
A suspension can be appealed by the parent within 3 days to the Executive Director. The decision of the Executive Director is final.

**Suspension Time Limits, Recommendation for Placement/Expulsion**

- Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, not to exceed 20 school days per school year.
- In-school suspension will be used as often as possible provided that there will be adequate supervision on the school site which may include supervision provided by parent/guardian.
- Teachers have the right to suspend students from the classroom for a day.
- Upon a recommendation of placement/expulsion by an Administrator, the student and his or her parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination can be made based on the following:
  - The student’s presence will be disruptive to the education process
  - The student poses a threat or danger to others.

**Reasons for Mandatory Expulsion**

The Executive Director will recommend a pupil’s expulsion for any of the following acts,

- Causing serious injury to another person, battery offense
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault
- Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at school activity off school grounds.
- Unlawful sale of any controlled substance, as defined in Section 11007 of the Health Safety Code.
- Robbery or extortion.
- Violation of the federal Guns Free Schools Act

**Expulsion Procedures**

- The Campus Directors (e.g. Primary Center, Elementary, Middle School, High School) will assemble an Investigative Team who will participate in the investigation of the incident. The team may consist of the School Director, School Counselor, law enforcement officers assigned by the appropriate governmental authority, School Coordinator, Psychologist)
- The Investigative Team will present collected information including supporting documents to the Executive Director who determines if the student has committed an expellable offense and may make a recommendation for expulsion.
- Students recommended for expulsion are entitled to a hearing before the Governing Board. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director has made the recommendation. The school will provide independent study assignments to the student in the interim while the student is waiting for the hearing to occur.
• The Governing Board is responsible for conducting the hearing. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.
• Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing.
• Upon mailing the notice of expulsion, it shall be deemed served upon the student. The notice shall include:
  o The date and place of the expulsion hearing
  o A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
  o A copy of Vaughn’s disciplinary rules which relate to the alleged violation
  o Notification to student’s parent/guardian regarding their obligation to provide information about the student’s status to any other school or school district to which the student seeks enrollment
  o The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or other representative
  o The right to inspect and obtain copies of all documents to be used at the hearing
  o The opportunity to question all witnesses who testify or provide hearsay evidence at the hearing
  o The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
• Decision to expel by the Governing Board shall be in the form of written findings of fact. This will be completed within ten (10) school days following the conclusion of the hearing. A record of the hearing shall be made.

If the student is expelled, the school will facilitate assisting the family in finding placement with LACOE, Alternative Education and Work Center (AEWC) other charter schools or with district of residence. Vaughn will forward expulsion records to another school upon request.

Expulsion appeal
• If the parent/guardian wishes to appeal the expulsion decision, they must submit the request to appeal to the Executive Directors within 5 days after receiving the expulsion decision. The Administrative Panel consisting of an impartial 3 member panel of administrators from charter schools other than Vaughn will meet to conduct the appeal hearing within 20 days and will make a final determination regarding the expulsion. The meeting will be posted. Student and parents will be notified of the meeting.
• The decision of the Administrative Panel is final.

Pupils who are expelled from Vaughn shall be given a rehabilitation plan upon expulsion as developed by Vaughn’s Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Vaughn for readmission.
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Vaughn’s governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Vaughn at the time the pupil seeks readmission.
ELEMENT 11: RETIREMENT AND BENEFIT PROGRAMS

Governing Law: “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 the federal social security system.” Ed Code Section 47605 (b)(5)(K)

Retirement/Pension Systems
Governing Law: “At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school, shall create any reports required by the State Teachers’ Retirement System”; “The school district or county office of education may charge the charter school for the actual costs of the reporting services”; “the school district or county office of education shall not require a charter school to purchase payroll processing services from the chartering authority.” Ed Code 47611.3 (a)

Certificated contracted full-time staff members will continue to participate in the State Teacher Retirement System (STRS) in accordance to Ed Code 47611.3(a) or other retirement options made available through legislative changes. All other staff members will be covered by the federal social security system. Vaughn Next Century Learning Center will not participate in the Public Employee retirement System (PERS).

Vaughn accepts and understands obligations to comply with specific sections of the Education Code: 47611 (STRS). Vaughn will report STRS contributions through a third party certified by the Los Angeles County Office of Education.

Staff Relationship
Currently, there is no relationship between Vaughn’s employee and the District/County bargaining units. Element 5 described the process for staff recruitment, selection, evaluation and termination, process for resolving complaints and grievances, as well as process for ensuring due process. The Vaughn Handbook details all labor procedures which are applied to all employees including attendance, work day and year, working conditions, and dress code. The annual Vaughn Health/Welfare Benefit Handbook describes benefits available to eligible employees. Compensation pay plans are distributed to all employees along with annual contracts that indicate pay rates. The independent audit team annually audits salaries, benefits, time reporting.

Health and Welfare Benefits for Eligible Staff
Eligibility is based on yearly contracted terms. Vaughn Next Century Learning Center provides a comprehensive benefit package which includes health, dental, vision, life insurance. Specific terms are clearly defined in Vaughn Next Century Learning Center’s health benefits policy guide that is updated every year by the Business Committee.

The benefit package is reviewed and competitively re-bid every two years. At the same time, cost projection (including premiums, co-pays, employee contributions, etc.) based on staffing, personnel
growth, increase of family members and benefit eligibility will also be studied. Vaughn Next Century Learning Center reserves the right to make annual changes depending on its fiscal health and resource allocation plan.

Staff members who have duplicate coverage from their spouses employed or not employed at Vaughn Next Century Learning Center can opt for other benefits offered by Vaughn Next Century Learning Center.

Post-retirement health benefits are offered only to contracted, full time, permanent Vaughn Next Century Learning Center employees. To qualify, a staff member must provide consecutive, continuous years of service at Vaughn Next Century Learning Center immediately prior to retirement without break in service. Vaughn Next Century Learning Center will follow the Rule of 80 (years of service credit plus age upon retirement should equal eighty or more) for all eligible employees. Vaughn Next Century Learning Center will accept service credit of former LAUSD certificated staff members who began employment at Vaughn Next Century Learning Center before July 1, 1998.

The goal is to provide health benefits to eligible staff members (active or retired) up until the age of 65 at an estimated cost of $36,000 per eligible employee. Maximum level of support is not to exceed five years of health coverage. The spouse or divorced spouse of a retired Vaughn Next Century Learning Center employee is not eligible for Vaughn Next Century Learning Center’s post-retirement health benefits. A post-retirement health benefit fund of approximately $2,000,000 has been established for retired employees of Vaughn Next Century Learning Center based on liability projections of actuary studies. Maximum benefits will be revised as necessary to reflect current costs and Vaughn Next Century Learning Center’s post-retirement benefit fund balance. Coverage and/or contributions to post-retirement health benefits will be delineated in Vaughn Next Century Learning Center’s health benefits policy guide on an annual basis.

Effective July 1, 2012, all new hires will not be eligible for any post-retirement health benefits as Vaughn Next Century Learning Center will stop contributing to this fund.

**Illness/Release Days**

Illness/Release days will be offered each year per contract terms. These days are earned based on days worked and will be prorated. Days earned during a current year can be used for illness, doctor’s appointments, and personal necessity. Illness/release days can be accrued for future medical emergencies and maternity leave; however, they cannot be accrued for personal necessity, vacation or early departure for another job or retirement. Unused hours will be reported to STRS for additional retirement credits pursuant to State pension guidelines.

**Maternity and Paternity Leaves**

Vaughn Next Century Learning Center adheres to all the provisions and regulations governed and adopted by the United States Department of Labor and by the California Fair Employment and Housing Commission under the Family/Medical Leave Act (FMLA). A maternity or paternity leave will be a paid leave provided that the staff member has accrued the number of release days
needed. Maternity or paternity leave days that are not covered by unused illness/release days will be unpaid. All compensation will be prorated based on days worked.

**ELEMENT 12. ATTENDANCE ALTERNATIVE**

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

Vaughn will not require any child to attend Vaughn nor any employee to work at Vaughn. Pupils who choose not to attend Vaughn may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Families not wishing to have their children enrolled at Vaughn may also attend other schools of choice per district policies. These policies may include open enrollment, magnet centers, permit with transportation or any other attendance options designated by the district.

In the event that Vaughn Next Century Learning Center reaches its capacity, elementary students living in Vaughn Next Century Learning Center’s pre-charter geographic boundary will be able to enroll in neighboring charter schools or district schools designated by the District.
ELEMEN T 13. EMPLOYEE RIGHTS

Governing Law: “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)

Vaughn Next Century Learning Center staff members are employees of Vaughn. Since 1998, our first charter renewal, employees of any school district including the authorizing district must resign in order to work at Vaughn.

Leave and return rights for union-represented employees who accept employment at Vaughn will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

Governing Law: “The procedures to be followed by Vaughn 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 Vaughn agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Vaughn, 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 Vaughn shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made 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 PM 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 shall be addressed as follows:

   To Charter School: Vaughn Next Century Learning Center
   c/o Executive Director 13330 Vaughn Street
   San Fernando, CA 91340

   To Director of Charter Schools: Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

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.
ELEMENT 15. EMPLOYER STATUS AND COLLECTIVE BARGAINING

Governing Law: “A declaration whether or not Vaughn shall be deemed the exclusive public school employer of Vaughn 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).

Vaughn is deemed the exclusive public school employer of all employees of Vaughn for the purposes of the Educational Employment Relations Act (EERA).

ELEMENT 16: PROCEDURES TO BE USED IF CHARTER SCHOOL CLOSES (Termination of Charter Conversion Status)

Revocation
The District may revoke the Charter if Vaughn 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 School Act of 1992. The District may revoke the charter of Vaughn if the District finds, through a showing of substantial evidence, that Vaughn did any of the following:

- Vaughn committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Vaughn failed to meet or pursue any of the pupil outcomes identified in the charter.
- Vaughn failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Vaughn violated any provision of law and SB 1290.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Vaughn in writing of the specific violation, and give Vaughn a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.
Closure Action
The decision to close Vaughn either by the Vaughn governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Vaughn board votes to close Vaughn; or the Charter lapses.

Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Vaughn will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by Vaughn by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by Vaughn by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Vaughn by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

Vaughn shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original 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 at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide
An Independent Conversion Charter School serving (K-12)  
A California Distinguished School   A National Blue Ribbon School     W.A.S.C. Accredited

Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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

Vaughn 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.

The financial closeout audit of the Charter School will be paid for by Vaughn. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Vaughn will be the responsibility of Vaughn and not LAUSD. Vaughn understands and acknowledges that Vaughn will cover the outstanding debts or liabilities of Vaughn. Any unused monies at the time of the audit will be returned to the appropriate funding source. Vaughn understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or
the SELPA in which Vaughn participates, and other categorical funds will be returned to the source of funds.

Vaughn shall ensure the completion and filing of any annual reports required. This includes
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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a) The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b) A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.
For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Vaughn Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Vaughn 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

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

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

e) File the 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 Vaughn’s right to operate as a Charter School or cause Vaughn to cease operation. Vaughn and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District, therefore, shall have 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.

**RENEWAL PROCESS AND TIMELINE**

Vaughn will submit a charter renewal petition to the District in accordance with District policy. The renewal petition will be reviewed according to the standards of Education Code Section 47605 and 47607.
Facilities
In an effort to provide optimal learning space for students, Vaughn has successfully completed the following classroom additions and new construction projects. All facilities received approval from the Department of State Architect and occupancy issued by the Department of State Architect Inspectors.

- 1993-1995 – Added 16 portables on conversion campus for K-3 Class Size Reduction
- 1996 – Completed a new building with 14 classrooms to eliminate multi-track calendar
- 2000 – Completed a new middle school to house 430 middle school students (Gr.6-8)
- 2003 – Completed a new primary center to house 500, Kindergarten, and Grade 1 students (address is 13241 Vaughn Street, San Fernando, CA 91340)
- 2008 – Completed a new high school to house 550 high school students (Gr. 9-12) (address is 11505 Herrick Avenue, Pacoima, CA 91331)
- 2012 – Completed a new elementary school to house 500 elementary school students (Gr. 2, 3) (address is 11200 Herrick Avenue, Pacoima, CA 91331)

Vaughn shall not make any alterations, additions, or improvements on the Vaughn Elementary School (“Vaughn ES”) site, a LAUSD property, without LAUSD’s prior review of the plans and specification and LAUSD’s consent. LAUSD shall have the right to impose terms and conditions which Vaughn shall be required to observe for the construction of any alterations, additions, or improvements to the Vaughn ES. In the event Vaughn proceeds to make any alterations, additions or improvements on Vaughn ES without the prior review or consent of LAUSD or compliance with any terms and conditions for any such work, Vaughn agrees that LAUSD shall have all available rights and remedies including, but not limited to, the right to demolish and remove such alterations, additions, or improvements at the sole cost and expense of Vaughn, or require Vaughn and Vaughn shall pay all costs and fees, including attorney’s fees, incurred by LAUSD arising from such alteration, addition or improvement.

Upon LAUSD’s request, Vaughn agrees to submit plans, specifications, and approvals, on any alterations, additions, or improvements that have been done or is currently being done on the Vaughn ES site for LAUSD’s review and agrees to pay LAUSD for expenses related to this review.

District-Owned Facilities
If Vaughn is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Vaughn shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Vaughn will occupy and use any LAUSD facilities, Vaughn shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Vaughn agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings.
and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. Vaughn, at its sole cost and expense, handles day-to-day repairs and maintenance of the LAUSD facility; Vaughn, at its sole cost and expense, handles day-to-day repairs, maintenance, deferred maintenance and all other repair, replacement, improvement or other issues arising from those facilities which LAUSD does not hold title to.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Vaughn from conducting its educational programs. If Vaughn will share the use of LAUSD facilities with other LAUSD user groups, Vaughn agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

Facilities Use Agreement
The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Vaughn will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Vaughn.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F & E”) that it provides to Vaughn for use. Vaughn, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F & E.

- **Leasing; Licensing:** Use of the LAUSD facilities by any person or entity other than Vaughn shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum payment or charges to be paid to LAUSD arising from the facilities:**
  1. **Pro-Rata Share** – LAUSD shall collect and Vaughn shall pay a Pro Rata Share for facilities costs as provided in the Charter Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes, assessments:** Generally, Vaughn shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Vaughn’s legal or equitable interest created by the use agreement

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Vaughn to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Vaughn

  1. **Co-Location** - If Vaughn is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Vaughn shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
2. **Sole Occupant** - If Vaughn is a sole occupant of LAUSD facilities, LAUSD shall allow the Vaughn, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F & E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Vaughn shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance** - Prior to occupancy, Vaughn shall satisfy those requirements to participate in LAUSD’s property insurance or, if Vaughn is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Vaughn shall **not** have the option of maintaining separate property insurance for the LAUSD facility if Vaughn is co-locating or sharing the LAUSD facility with another user.

**Facility Status**

Vaughn must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to Vaughn, and that the facility is usable with or without conditions (such as a conditional code permit). The Vaughn facility shall comply with all applicable building codes, standards and regulations adopted by the city/country/state agencies responsible for building and safety standards for the city in which the Vaughn is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Vaughn facility.

Vaughn shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Vaughn cannot exempt itself from applicable building/zoning codes, ordinances, and ADA requirements established by the city/country/state agencies. Vaughn is required to adhere to the program accessibility requirements of Federal law (the American Disabilities Act and Section 504).

**Occupancy of the Site**

Vaughn or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Vaughn may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Vaughn moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety**

Vaughn will comply with the Healthy School Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).
Asbestos Management
Vaughn will comply with the asbestos requirement as cited in the Asbestos Hazard
Emergency Response Act (AHERA), 40CFR 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.

Campuses and Ownership
- District-owned
  o Conversion Elementary (13330 Vaughn Street, San Fernando, CA 91340,
    operational 1993), also known as Upper Elementary School, authorized to house K-
    7th
- Vaughn-owned
  o Middle School - Middle School of International Studies and Technology (12353-
    13247, Eustace Street, San Fernando, CA 91340, operational 2000), also known as
    Panda Pavilion and Panda Village
  o Primary Center – School Readiness Center (13241 Vaughn Street, San Fernando,
    CA 91340, operational 2003), also known as PandaLand
  o High School - Vaughn International Studies High School (11505 Herrick Avenue,
    Pacoima, Ca 91331, operational 2008), also known as V.I.S.A.
  o Lower Elementary - Elementary Language Academy for a Global and Green
    Generation (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012)

Enrollment projections

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An Independent Conversion Charter School serving (K-12),
A California Distinguished School, A National Blue Ribbon School, W.A.S.C. Accredited

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#### JULY-JULIO
- 1-30 Summer Vacation
- 27 Compact Signing
- 26, 29, 30 Staff Development (Pupil Free)
- 31 FIRST DAY OF SCHOOL

#### AUGUST-AGOSTO
- 30 Minimum Day (Comp Time)

#### SEPTEMBER-SEPTIEMBRE
- 2 Labor Day Holiday
- 8 Minimum Day
- 28-29 Thanksgiving Day Holiday

#### OCTOBER-OCTUBRE
- 7 - 11 Fall Break
- 23-31 Winter Vacation

#### NOVEMBER-NOVIEMBRE
- 1-8 Winter Vacation
- 3-30 SpEd ESY
- 9-30 ESY
- 10 Martin Luther King Jr Holiday
- 20 Pupil Free Day

#### DECEMBER-DICIEMBRE
- 3 Staff Development
- 17 President’s Day Holiday
- 13 Minimum Day - Last Day of School

### Total Days
180