VALOR ACADEMY
CHARTER HIGH SCHOOL

Petition Respectfully Submitted to the
Los Angeles Unified School District
January 16th, 2013

Contact: Hrag M. Hamalian, Lead Founder
Email: h.hamalian@valoracademy.org
Phone: 818.830.1700
AFFIRMATIONS AND ASSURANCES

Valor Academy Charter High School shall:

★ Be nonsectarian in its programs, admission policies, employment practices and all other operations.
★ Not charge tuition.
★ Not discriminate against any student 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.
★ Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
★ Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
★ Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
★ Not require any child to attend the charter school nor any employee to work at the charter school.
★ In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
DISTRICT REQUIRED LANGUAGE

★ The address of the Charter School is TBD.
★ The phone number of the Charter School is (310) 351-1875.
★ The contact person for the Charter School is Hrag M. Hamalian.
★ The term of this charter shall be from July 1, 2013 to July 1, 2018.
★ The grade configuration is 9th-12th grades.
★ The number of students in the first year will be 150.
★ The grade level(s) of the students the first year will be 9th.
★ The scheduled opening date of the Charter School is August 19, 2013.
★ The admission requirements include:
  o The enrollment capacity is 480. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
★ The instructional calendar will be: please see attached calendar in Element 1.
★ The bell schedule for the Charter School will be: please see Bell Schedule in Element 1.
★ If space is available, traveling students will have the option to attend.
ELEMENT 1: THE EDUCATIONAL PROGRAM

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

I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man. George Washington
Section 1: Identify and describe as clearly as possible the students the school proposes to serve.

Parts A + B: Demographic data of the target population and academic achievement data

In partnership with parents and the community, Valor Academy prepares our students for success in college and life beyond. To achieve this goal, we provide a rigorous academic program, tools for good decision-making and a culture of accountability, creativity and compassion.

Students at Valor Academy Charter High School (herein referred to as “VACHS”) enjoy several educational benefits that are not currently part of many non-charter high schools:

- Team building and character education development;
- Out-of-class Educational Opportunities including Service Learning and experiential field trips throughout the county, state and country;
- Exposure to a culture of higher learning through dual enrollment at a community college.

All VACHS students are part of a school environment where school administrators personally know each student and all the staff members know each other and the families they serve. Finally, students and parents have the assurance from the school that students are given all the time they need to complete their educational experience prior to being promoted to the next grade, class or level if they have not yet mastered the requisite skills.

Proposed Location: Los Angeles Unified School District

Proposed Local District: Local District 2

Target Neighborhood: Panorama City

LAUSD

Los Angeles Unified District (LAUSD) is the second largest school district in the United States, serving 667,251 students in the 2010-2012 school years. It is home to 544 elementary (and primary center) schools, 120 middle schools, 146 high schools, and 191 charters. Over 74% of students qualify for free and reduced lunch, 31.2% (2009-10) are classified as ELL, and 31.2% of students are classified with learning disabilities.¹ There are many extraordinary educators within the district, as well as initiatives to address the various needs of students, however, many schools are faced with overwhelming challenges. These challenges include overcrowded schools, unsafe physical spaces, and the academic underachievement of many at-risk students.

Middle schools and High Schools are a crucial transitional periods of learning in which many students develop the skills necessary to succeed in college and beyond or begin to encounter significant academic underachievement that leads to future school failure. Foundational gaps in

¹ http://www.ed-data.k12.ca.us/.
basic skills in elementary and middle school often lead to greater disinvestment and disinterest in school for many students, making graduation from high school and transition into college difficult. As outlined in Table 1.1, the middle schools in the LAUSD are especially underperforming. Over 57% of middle schools ranked in deciles 1-3 of academic performance, and only 13.8% of schools ranked in deciles 8-10 during 2010-2011 school year. Similarly, over 61% of high schools ranked in deciles 1-3 of academic performance, and only 12.8% ranked in deciles 8-10 in 2010-20121.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Schools in Deciles 1-3</th>
<th>Schools in Deciles 8-10</th>
<th>Total number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Number: 197, Percent: 36%</td>
<td>Number: 110, Percent: 20.1%</td>
<td>547</td>
</tr>
<tr>
<td>Middle</td>
<td>Number: 71, Percent: 57.7%</td>
<td>Number: 17, Percent: 13.8%</td>
<td>123</td>
</tr>
<tr>
<td>High School</td>
<td>Number: 91, Percent: 61.1%</td>
<td>Number: 19, Percent: 12.8%</td>
<td>149</td>
</tr>
<tr>
<td>All schools w/ API rank</td>
<td>Number: 359, Percent: 43.8%</td>
<td>Number: 146, Percent: 17.8%</td>
<td>819</td>
</tr>
</tbody>
</table>

Of the schools in the district, 50% of middle schools met AYP growth targets, in comparison to 66.7% of elementary, and 40.8% of high schools in 2010-2011, as seen in Table 1.2.

<table>
<thead>
<tr>
<th>School Type</th>
<th>District Number of Schools w/Growth</th>
<th>% Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>499</td>
<td>66.7%</td>
</tr>
<tr>
<td>Middle</td>
<td>114</td>
<td>50%</td>
</tr>
<tr>
<td>Senior High</td>
<td>130</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

Local District: 2

---

2 www.ed-data.k12.ca.us.
3 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=darc3.
Community: Panorama City

The community of Panorama City lies in the San Fernando Valley region of Los Angeles, CA. Panorama City’s location situates it within the boundaries of LAUSD’s Local District 2. A mixed neighborhood with pockets of deep poverty, the Panorama City Neighborhood is beset by several challenges.

As seen in Table 1.3 there are presently 16,346 households in Panorama City with household income less than $40,000 a year, which is low in comparison to the county and city averages.

---

4 http://empowerla.org/pnc/
Table 1.3 Household Incomes\textsuperscript{5}

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line.\textsuperscript{6}

Middle school and High School are the critical foundational bridges in skill acquisition, content knowledge, and character development necessary to prepare capable and confident students relentlessly pursuing higher education.

\textsuperscript{5} http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/panorama-city/
Valor Academy is specifically designed to address such needs. Within a small school setting, Valor Academy provides a free public college preparatory education to students in grades 5-8 residing in the Los Angeles Unified School District. Our program’s unique focus on frequent assessment and monitoring, multiple student supports, and introduction to principles of success through our life work course, in addition to character and personal development, promotes the personal and professional growth of our students. Our current middle school currently holds a rank of 890 API and is the 5th highest performing middle school in the LAUSD. Valor Academy hopes to launch a high school in the 2013-2014 school year to build upon our success at the middle school level and provide our students a clear path for access to college.
Table 1.5: Demographic data of the target population

<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>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Macay Middle</td>
<td>862</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>660</td>
<td>1</td>
<td>5</td>
<td>89.0</td>
<td>15</td>
<td>37</td>
<td>Hispanic/Latino 94</td>
<td>African American 5</td>
<td>White</td>
</tr>
<tr>
<td>Francisco Sepulveda Middle</td>
<td>1799</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>717</td>
<td>3</td>
<td>8</td>
<td>84.3</td>
<td>13</td>
<td>30</td>
<td>Hispanic/Latino 86</td>
<td>Filipino 4</td>
<td>African American 3</td>
</tr>
<tr>
<td>Paxoima Middle</td>
<td>1711</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>716</td>
<td>3</td>
<td>6</td>
<td>85.6</td>
<td>10</td>
<td>22</td>
<td>Hispanic/Latino 94</td>
<td>White 3</td>
<td>African American 1</td>
</tr>
<tr>
<td>Richard E. Byrd Middle</td>
<td>1756</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>710</td>
<td>2</td>
<td>4</td>
<td>89.2</td>
<td>14</td>
<td>25</td>
<td>Hispanic/Latino 91</td>
<td>White 3</td>
<td>Filipino 1</td>
</tr>
<tr>
<td>San Fernando Middle</td>
<td>1553</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>674</td>
<td>1</td>
<td>3</td>
<td>80.6</td>
<td>15</td>
<td>29</td>
<td>Hispanic/Latino 87</td>
<td>White 1</td>
<td>African American 1</td>
</tr>
<tr>
<td>Vista Middle</td>
<td>1644</td>
<td>No</td>
<td>Not Title I</td>
<td>Yes</td>
<td>Yes</td>
<td>648</td>
<td>1</td>
<td>3</td>
<td>92.3</td>
<td>8</td>
<td>1</td>
<td>White 66</td>
<td>Hispanic/Latino 16</td>
<td>Asian 7</td>
</tr>
<tr>
<td>Arleta High</td>
<td>1909</td>
<td>No</td>
<td>Yes, Year 4</td>
<td>Yes</td>
<td>Yes</td>
<td>654</td>
<td>2</td>
<td>4</td>
<td>79.8</td>
<td>11</td>
<td>27</td>
<td>Hispanic/Latino 95</td>
<td>Filipino 2</td>
<td>White 1</td>
</tr>
<tr>
<td>James Monroe High</td>
<td>2747</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>No</td>
<td>No</td>
<td>657</td>
<td>2</td>
<td>6</td>
<td>77.1</td>
<td>14</td>
<td>27</td>
<td>Hispanic/Latino 85</td>
<td>Filipino 5</td>
<td>White 4</td>
</tr>
<tr>
<td>John H. Francis Polytechnic</td>
<td>3041</td>
<td>Yes</td>
<td>Yes, Year 2</td>
<td>Yes</td>
<td>Yes</td>
<td>722</td>
<td>4</td>
<td>9</td>
<td>86.5</td>
<td>11</td>
<td>25</td>
<td>Hispanic/Latino 91</td>
<td>Filipino 3</td>
<td>African American 3</td>
</tr>
<tr>
<td>Panorama High</td>
<td>2210</td>
<td>No</td>
<td>Yes, Year 4</td>
<td>Yes</td>
<td>Yes</td>
<td>636</td>
<td>1</td>
<td>4</td>
<td>72.7</td>
<td>14</td>
<td>36</td>
<td>Hispanic/Latino 97</td>
<td>Filipino 5</td>
<td>African American 1</td>
</tr>
<tr>
<td>San Fernando Senior High</td>
<td>3212</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>No</td>
<td>Yes</td>
<td>657</td>
<td>2</td>
<td>6</td>
<td>72.1</td>
<td>11</td>
<td>25</td>
<td>Hispanic/Latino 97</td>
<td>White 1</td>
<td>African American 1</td>
</tr>
<tr>
<td>Sun Valley High</td>
<td>1102</td>
<td>No</td>
<td>Not Title I</td>
<td>Yes</td>
<td>Yes</td>
<td>632</td>
<td>1</td>
<td>4</td>
<td>79.8</td>
<td>10</td>
<td>13</td>
<td>White 32</td>
<td>Hispanic/Latino 27</td>
<td>Two or More 14</td>
</tr>
<tr>
<td>Charter Schools</td>
<td># of Students</td>
<td>Multi-Track School?</td>
<td>Program Improvement?</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met all Subgroup Growth Targets?</td>
<td>API Score</td>
<td>API State Ranking</td>
<td>Similar Schools Rank</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
</tr>
<tr>
<td>Bert Corona Charter</td>
<td>362</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>N/A</td>
<td>N/A</td>
<td>680</td>
<td>1</td>
<td>1</td>
<td>89.8</td>
<td>10</td>
<td>27</td>
<td>Hispanic/Latino 97</td>
<td>White 1</td>
<td>-</td>
</tr>
<tr>
<td>Community Charter Middle</td>
<td>325</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>837</td>
<td>8</td>
<td>10</td>
<td>83.1</td>
<td>7</td>
<td>8</td>
<td>Hispanic/Latino 94</td>
<td>African American 3</td>
<td>-</td>
</tr>
<tr>
<td>Lakeview Charter Academy</td>
<td>313</td>
<td>Yes</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>867</td>
<td>9</td>
<td>10</td>
<td>90.1</td>
<td>12</td>
<td>12</td>
<td>Hispanic/Latino 92</td>
<td>African American 5</td>
<td>-</td>
</tr>
<tr>
<td>Nueva Esperanza Charter Academy</td>
<td>213</td>
<td>No</td>
<td>Yes, Year 1</td>
<td>Yes</td>
<td>No</td>
<td>771</td>
<td>5</td>
<td>10</td>
<td>94.4</td>
<td>13</td>
<td>15</td>
<td>Hispanic/Latino 97</td>
<td>African American 2</td>
<td>-</td>
</tr>
<tr>
<td>Valor Academy Charter</td>
<td>235</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>848</td>
<td>7</td>
<td>10</td>
<td>91.1</td>
<td>8</td>
<td>33</td>
<td>Hispanic/Latino 82</td>
<td>White 7</td>
<td>Filipino 2</td>
</tr>
<tr>
<td>Community Charter Early College High</td>
<td>444</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>803</td>
<td>8</td>
<td>10</td>
<td>82.7</td>
<td>8</td>
<td>11</td>
<td>Hispanic/Latino 94</td>
<td>African American 4</td>
<td>White 1</td>
</tr>
<tr>
<td>Discovery Charter Preparatory No. 2</td>
<td>350</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>725</td>
<td>4</td>
<td>9</td>
<td>93.1</td>
<td>8</td>
<td>37</td>
<td>Hispanic/Latino 79</td>
<td>African American 1</td>
<td>Filipino 1</td>
</tr>
<tr>
<td>Lakeview Charter High</td>
<td>97</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>798</td>
<td>8</td>
<td>n/a</td>
<td>91.8</td>
<td>17</td>
<td>13</td>
<td>Hispanic/Latino 99</td>
<td>African American 1</td>
<td>-</td>
</tr>
<tr>
<td>North Valley Charter Academy</td>
<td>245</td>
<td>No</td>
<td>Yes, Year 2</td>
<td>No</td>
<td>No</td>
<td>684</td>
<td>3</td>
<td>3</td>
<td>87.8</td>
<td>13</td>
<td>13</td>
<td>Hispanic/Latino 76</td>
<td>White 11</td>
<td>African American 7</td>
</tr>
</tbody>
</table>
PART C: Other applicable characteristics of the target population (does the school propose to target potential dropouts? Newcomer populations? Other?)

Whom the school will educate

VALOR ACADEMY CHARTER HIGH SCHOOL educates students in grades 9–12 in mid-city Los Angeles who want to enroll in a school where they spend more time in class and more time doing homework than their peers at other secondary schools. An extended school day and an extended school year ensure that students have enough time on task to cover all of the rigorous California content standards and A-G University of California (UC) and California State University (CSU) college entrance requirements. These students commit to an educational program where they work hard and longer in exchange for a commitment from the school that all of its students will learn and will be prepared not only to be accepted to, but to be successful in college.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 – 2014</td>
<td>9</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>9 – 10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>9 – 11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>9 – 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>9 – 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Additional hours spent outside of the basic curriculum are used for instruction in enrichment including structured co-curricular activities (athletic programs, clubs and the arts). Extra academic tutorial sessions are provided for those students needing to “catch up” academically so that they can compete with their peers for college admission privileges and scholarship awards. The majority of the members of the community are Latino (approximately 85%). The percentage of socio-economically disadvantaged students at VALOR ACADEMY CHARTER HIGH SCHOOL is approximately 90%. The percentage of English Language Learners is approximately 30%.<sup>7</sup>

---

<sup>7</sup> These demographics are derived from our existing 5-8<sup>th</sup> grade middle school students, who we anticipate will matriculate into our high school program.
Section 2: Describe the school’s mission and vision.

Mission
VACHS prepares high school students for educational success in college and life beyond. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their community.

Vision
VACHS believe that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to pursue college and a professional career. Valor Academy will employ rigorous academics marked with frequent assessment and evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, Valor Academy will provide a school culture that engenders strong character, self-advocacy, and a responsibility to pursue education at every level. Through transparency in all policies and structures, devoted school leaders and faculty will ensure that students’ families and the communities in which they reside are invested in the success of their scholars. Preparedness, respect, engagement, and professionalism will be at the core of all Valor Academy staff, their defined practices, and finally in the students who will emerge with the skills and character necessary to realize their educational and professional aspirations.

Core Values
Valor Academy strive to provide students with a well-rounded education, including a rigorous academic program that prepares students for college, and life experiences that exposes students to a broad world beyond their current environments.

All of our programs are rooted in four core values:
- Our culture of **high expectations** emphasizes character development and strong values.
- Our **attention to detail** in all programs ensures we are thoughtful and effective in all we do.
- Our **high standards of accountability** ask the entire school community to strive for our shared success. One way we do this is by avoiding “social promotion” of our students before they meet grade level standards.
- Our openness to **continuous improvement** creates an atmosphere comfortable with change. We constantly evaluate and improve our curriculum and experiences as needed.
Section 3: Describe what it means to be an “educated person” in the 21st century.

Part A: A 21st Century Educated Pupil

An educated person is a self-motivated, competent, lifelong learner who possesses the academic, intellectual, emotional and character skills necessary for success in high school, college and the world beyond.

For academic skills, such a person has a mastery of the English language along with a mastery of at least one other language. An educated person has the ability to think both critically and creatively. Basic knowledge about the world and deep knowledge about subjects of interest and importance are essential, as are skills for effectively using technology and gathering information.

Being educated in the 21st Century requires an ability to work cooperatively and to understand and respect cultural and socio-economic differences between all people. An educated person understands the concept of global interdependence and sees clearly the need for greater social justice in the world.

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

An educated person participates constructively in society, for one knows that such participation is necessary for the benefit of society and for the individual as well. Such a person has developed a broad knowledge base and has acquired skills which allow one to enter the economic mainstream. Such a person works cooperatively to achieve constructive answers to difficult questions for the benefit of society. Such a person understands that every problem has some solution, although it often may not be a perfect solution.

An educated person in the 21st Century understands that character counts, and that we live on a planet where everybody and everything is interconnected, often in ways that we cannot see or comprehend. Such a person knows that one’s actions cause many further actions and reactions. Because of this, an educated person refers to and utilizes one’s own belief and value systems prior to making important decisions about oneself and about others.


Part B: How Learning Best Occurs

Here at Valor Academy, we believe that learning best occurs when students learn in an environment where they feel safe, where expectations for all students are clear and high and students are given the opportunity to make mistakes, learn from them, work hard and achieve their goals. We believe that all students can succeed academically when given the opportunity to learn through active participation in engaging activities. We further believe that all high school students need to develop high standards of honesty, industriousness, enthusiasm, kindness, compassion and generosity.

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

A school culture where learning is fun, exciting and essential helps all students in that environment. When academic learning is coupled with emotional and physical development, students come to feel comfortable in their environment and thus work harder to achieve academic goals.

Learning best occurs when educational objectives are simple, measurable and attainable. Clear definitions of what students should know and be able to do in each academic content area at grade level determines the content of the curriculum, affect teaching strategies, provide a perspective for selecting and training teachers and help parents understand what is expected of the children.

Learning best occurs when class size and school size are manageable. Although there are no magic numbers or solutions for what is manageable, it is imperative that the members of the school community know one another as individuals. We also believe that learning is most effective when parents understand and are involved in the educational goals of the school.

VALOR ACADEMY CHARTER HIGH SCHOOL has short-term, intermediate and long-term goals. The short-term goal is to provide a meaningful educational experience; one that impresses upon students the amount they can accomplish in a single year of dedicated hard work and the level to which they can enhance their self-confidence through achievement. The intermediate goal is to help students carry this sense of academic commitment and accomplishment throughout their high school experience. The long-term goal is to instill in our students the belief that they should and be able to attend college, and through this process, provide them the tools to do so.
**Part C: How the goals of the program enable students to become self-motivated, competent and lifelong learners**

The fundamental goal of Valor Academy is to help its students become self-motivated, competent, life-long learners. VACHS strives to educate students so that they know and understand how they learn, and how they can continue learning in college and beyond. Students understand how to learn from a classroom situation or from a group interaction and (probably most importantly) how to learn *on their own*.

The fundamental educational objective for VACHS is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at colleges and universities. An intense longer-day, longer-year schedule ensure that there is enough time to teach all materials covered by the California State Standards and the UC/CSU A-G requirements.

The school's program is rigorous and challenging. Students start school early, stay for at least 8 hours and have about 2 hours of homework to do each night after they get home. Another goal of the program is that nobody falls behind. Students who start to develop ineffective study habits early in the year are required to stay at school each day for additional hours so that all of their work gets finished. We know that if students put in the required time and effort, and get the additional support and resources they need, they can be successful in the academic program.

Students work toward mastering skills: developing concepts, critical thinking and problem solving. Students develop self worth and respect for their heritage and the cultural heritage of others through arts, literature, social studies, science and math. Students receive an enriched curriculum in language arts, math, history and science. Students strive to become proficient in both English and Spanish. Students work towards demonstrating cooperative social behavior with a sense of responsibility toward their school, home and community. Students are exposed to career, post-secondary opportunities and should begin to develop personal and professional life goals. Student performance increases as demonstrated by standardized, criterion-referenced and performance-based tests.

VACHS’ curriculum is based on the California Content Standards. In addition, VACHS offers many expanded options to meet the needs of all of its diverse students. These include more instructional time on task, life experience lessons outside the classroom and exposure to higher learning by attending a community college.
Section 4: Include a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see when the school’s vision is being fully implemented.

A typical day at VACHS sees students arriving on our school yard between 7 – 7:15 a.m. They are greeted by the Principal Teacher or Administrative Designee during the morning assembly. By 7:25 a.m., all students are in their classrooms and begin the day by taking attendance and reviewing the night’s homework. Then they go through their typical academic day by rotating through teachers and course subjects by periods. If you visit and are able to walk through classrooms, you will see uniformity in that certain practices are common in all classrooms: common whiteboard configuration, day’s agenda and a common system of connections and rules.

You will also see however, variety in instructional styles among all of our different teachers. Beginning at 4 p.m., students begin a series of enrichment and catch-up activities. All students who are required to stay for partnerships (Tutoring/Silent Study Hall) stay on site until 5 p.m. All students who do not take part in our partnerships from 4 – 5 p.m, may join after school extra curricular activities through our after school program affiliate or offered school based sports activities from 4-6 pm. It is a long day and a lot of hard work, but our results show that it serves our students well.

Expanded Options – Things that set our program apart

The expanded options are things that we believe set our school apart. They are important ways of getting students excited about the learning process and their capabilities to succeed, in addition to getting parents to become closer partners with the school.

More Time on Task

VACHS believes that more instructional time on task is essential to allow our students to master the content area standards as well as the essential skills they need for success in college and beyond. We also believe that instruction in the arts, sports and music is essential for all. This is why our model allows for all students to be actively involved in these activities each day after their normal class schedule has ended.

VACHS students are at school an average of nine hours a day. Because many of our students who do not transition from our middle school, come to us far below grade level, many need a good portion of those nine hours to “catch-up” academically so that they are ready for success in college upon completion of our program. Others, of course, do not need as much time to focus on academics, however, they do benefit from the required enrichment programs.  

A Rigorous Focus on Literacy

Each year, students in the school’s Literature courses read at least four books in class, but must also read at least 12 books independently outside of class. About half of these books have been

---

8 While all students will participate in enrichment activities (music, sports, arts and foreign language), students who are on grade level academically will spend more time with those experiences than those who are behind academically.
required novels and the remainders have been student choices. Some required selections have included: Ender’s Game, Oliver Twist, Wooden: A Lifetime of Observations on and off the Court, The Lords of Discipline, Gulliver’s Travels, Brave New World, Native Son, Last of the Mohicans, Warriors Don’t Cry (Little Rock High School Memoir), The Stand, The Count of Monte Cristo, and The Kite Runner. Students are encouraged to select rigorous, challenging texts to prepare themselves for University-level study.

In order to be successful in higher education, we understand that students will need to be able to both write to learn and to demonstrate their learning. In order to ensure that our students’ are prepared for the rigors of college writing, students must pass four writing assessments each year in order to meet the graduation requirements. At the upper levels, these assessments measure students’ ability to accurately and convincingly develop an argument and support it with reasons and evidence. Writing assessments are double-blind graded by a panel of teachers across all disciplines.

Partnerships Program

Our Partnerships program expands across all core areas of the curriculum and allows for students to work directly with their teachers or tutors in a smaller group setting after school on any work they need additional help on. Because students with missing work are required to stay after school to make up that work, parents can also come and talk with the teachers at the end of these Partnership periods. We believe that parent-teacher communication is essential for student success and finding the time to make it happen is a priority.

Experiential Learning

VACHS is a site-based program, although curricular trips and outdoor education are a large component of the students’ education. Valor Academy raises enough funds to allow each of its students and teachers to take several weekend trips and at least one week-long trip each year to places like Yosemite, Arizona and Washington D.C. Funding to cover the extra instructional and co-curricular time is provided by careful financial planning and private fundraising that is in place with the Advancement Department.

College Practice Program

Our Early College model allows students to attend a community college each morning and enroll in approximately three college courses that simultaneously fulfill their high school A-G requirements and furnish them with college-level credits. Students study English, Anthropology, Cinema, Biology, and other core-related subjects. The dual enrollment allows our students to see how college courses work and the changes that occur between high school and college courses. Ultimately the program helps our students make the transition between high school and college smoothly and easily.

All students who enter the College Practice Program must show college readiness. To qualify, they are required to take and pass College Placement Exams at transferable university credit levels. For students not yet ready for the program, we encourage them to take an additional year to prepare for the community college work. It is expected that the majority of our students will begin to take courses in 11th grade.
Section 5: Describe the instructional program and curriculum the school plans to use.

Curriculum

- A longer school day (nine hours of instruction as opposed to the “required minimum” in public schools of six hours daily), allows for a full scope of instruction in history, science, arts, music, foreign language and physical education as well.

- We DO NOT socially promote our students before they meet grade level standards. These goals include GPA, completion of all assignments throughout the year, performance on summative exams, passing of writing exams and a rigorous independent reading program that encourages all students to read at least 12 grade level books each year outside of the four that they read in their literature classes.

- The vast majority of our students at Valor Academy Charter Middle School complete Algebra I by the time they have finished eighth grade, priming our students for Geometry and above at the High School level.

- Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities, but also to be successful once they get there—as noted below in explanations of our Grading System, Independent Reading requirement, College Practice Program and Graduation Requirements.

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rubric Score</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NY⁹</td>
<td>Below 70%</td>
<td>0 or 1</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>

⁹ The Not Yet grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. Schools without failure. New York: Random House, 1969.
Proficiency Requirement

Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades below a C. For students who are performing below grade level or who are historically low performers, please refer to Student Success Teams and our intervention programs in the later sections. If a student earns a percentage in the class below 70%, s/he may prove proficiency in one of four ways:

1. Scoring of Proficient or Advanced on an end-of-course STAR Exam
2. Scoring 670 or higher on an official or school-administered SAT II exam
3. Scoring eighty percent or better on a school-administered Study Island Test Account Exam
4. Scoring high enough in one semester of a course that, when averaged, brings the other semester score into the passing range.

Students who fail a class (end the year with a “not yet”) are encouraged to retake the same class. Upon completion of the course with a grade of C or better, the passing course grade replaces the prior failing grade in the student’s GPA. Students who pass our classes must show proficiency on summative end-of-term exams. If they score Below Basic on state-administered exams, they must also prove proficiency in way (2) or (3) listed above or they do not receive credit for the course and it appears on their transcript as INC-P until they prove proficiency.

In addition to Student Success Teams and intervention programs, VACHS also offers remedial skills courses taught by credentialed teachers to help build the bridge to proficiency:

- **ELA course** - basic grammar, language usage and writing skills.
- **Writing Lab** – time with teachers to improve essay writing skills and development.
- **Algebra Study Review** – fundamentals of algebra.
- **I/A Subjects during II/B** – if a student fails the first semester of a course, if the schedule permits, the student repeats the course and recovers the credit immediately during their second semester.

Because our teachers are aware of the fact that students must truly be proficient to earn a B and advanced to earn an A, our average grades and mean GPA will be much lower than most other high schools. We do not curve grades, but rather validate them by comparison with proficiency exams.

Independent Reading Requirement

Students in high school Literature read four books in class and they also must read at least 12 books independently outside of class each year. About half of these books are students’ choices (but must be on high school level), and about half are required novels. Some required selections by grade level include the following:

- Ninth: *Ender’s Game, Oliver Twist, Wooden: A Lifetime of Observations on and off the Court.*
- Tenth: *The Lords of Discipline, Gulliver’s Travels, Brave New World.*

10 An extended list is included under Element 1, textbooks and other instructional resources used.
• Eleventh: Native Son, Last of the Mohicans, Warriors Don’t Cry (Little Rock High School Memoir).

• Twelfth: The Stand, The Count of Monte Cristo, The Kite Runner.

Many of these titles prove extremely challenging for our students to read independently, but they work through them, sometimes using audio-books and study groups. Our school believes that independent reading is an essential skill for college preparedness. Because of this, students who do not complete their independent reading do not receive credit for their Literature course until such time as they finish it. If this scenario applies, they receive a grade of INC-R.

**Graduation Requirements**

All students currently are required to complete all A-G required courses.

- A-G course requirements passed with grades of C+ or better.
- Annual reading goals of 12 books per year/approximately 48 books by end of 12th grade.
- Passing scores on CAHSEE English and Math sections.
- Fifty total hours of community service to two different organizations.
- English Language Usage and Writing proficiency test passed each year as on the Northwestern Evaluation Association program and a school-wide writing exam. Students who cannot prove proficiency in the English language and writing test must take an English Language Arts course each semester until they pass.
- Admittance to one four-year college/university.

**IWOC Policy (Independent Work Outside of Class or Homework)**

All students are required to write down their homework assignments each day in their school provided agendas. Students do not rely solely on a teacher’s bulletin board or web page for homework information. However, all teachers keep an up-to-date homework binder, bulletin board or web site so that students and parents can be made aware of the daily and weekly assignments. The course syllabus informs parents and students as to which option the teacher chooses to keep the community informed.11

IWOC at Valor Academy has three distinct but important purposes:

1. To give students time to practice the essential skills that they need to learn (having them practice the skills daily at home gives more time in class for teaching).
2. To develop independent study habits and provide students practice in self-discipline and time management so that students are prepared to study independently for 2-4 hours per day in college.
3. To free up classroom time so that as much time as possible can be spent on direct teaching, discussions, guided practice of skills and other learning experiences.

IWOC is not supplemental; it is a core and integral part of the class. The natural and logical consequence of low grades is what students who don’t do their IWOC must face. There is a systematic plan in place at VACHS for making sure that all assignments are eventually completed.12

---

11 Sample teacher syllabi included in Appendix (Tab 6, Section F).
12 See Student and Family Handbook (Tab 6, Section F), page 23-24, regarding catching up on missing assignments.
IWOC Expectations: Hours and Product

Different students work at different speeds. Because of that, the following “hours estimates” are merely a prediction of how long the work should take a typical student each night. However, Valor Academy does have a policy that every single student should have something to do every single night. All Valor Academy students consistently have ninety minutes nightly as follows for 9-12th grades of IWOC:

- Thirty minutes of reading each day (seven days per week).
- Thirty minutes of ELA practice each school day (five days per week).
- Thirty minutes of math practice each school day (five days per week).

This leads to a total of 8.5 hours per week as a baseline.

On top of this baseline for reading, writing, and math, students are assigned (a) traditional IWOC, (b) project-based work, or (c) study time in English language arts, math, science, social studies, Spanish or electives based on the following time guidelines. Grade-level teams of teachers work together to determine whose IWOC should fill the suggested timeframe for each week or month in their IWOC common planning time.

- Ninth grade: 5.5 hrs. per week for a grand total of 14 hours per week.
- Tenth grade: 6.5 hrs. per week for a grand total of 15 hours per week.
- Eleventh grade: 7.5 hrs. per week for a grand total of 16 hours per week.
- Twelfth grade: 8.5 hrs. per week for a grand total of 17 hours per week.

Independent Reading

This is the most important and consistent assignment that children have in their years as a Valor Academy student. We expect all students to read approximately 3.5 hours each week. Students keep “reading logs” which may or may not need to be signed. Students are tested on the books they read to verify that they understood what they read and completion of reading benchmarks is mandatory for all students at all grade levels.

Study Island

Study Island is a standards and skills-practice program that students must complete using an online account given to them by the school. Students with internet access complete their assignments at home; students without internet access may sign up for time in our afterschool programs to use the computers on campus. The program contains lessons and test questions. Students get immediate feedback, and their teachers get immediate results about which children are mastering their standards by overseeing their work on the program. We generally want our students to master standards at the 80-percentile level in all subjects. When students reach that level, they earn a “blue ribbon.” Students complete the program when they receive all of their blue ribbons for a subject or grade level.

While extended instructional time is offered to all Valor Academy students each year, we also offer structured programs beyond those hours known as daily Partnerships (tutoring) and Silent Study Hall (SSH) to students who are not on target so that they can achieve and succeed. Most of our students take these opportunities seriously and do what they must to meet their goals and promote.
Student Success Teams

A Student Success Team (SST) is automatically formed for each student who repeats a grade level. SSTs are also conducted for any student that struggles in general. We provide SSTs three times annually for any student who repeats a grade level or who struggles with annual goals. The SST consists of the Principal Teacher, the student’s grade level teachers and any other teachers or mentors interested in the child’s success. At least one member of the SST joins a repeating student’s parent/student conference each quarter. If any signs of a disability are present, the student is referred for an assessment process. A repeating student must attend all of the daily and additional supplemental programs, if s/he is not on target for the year in which s/he is repeating.

Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

PART A: Instructional Framework

University Prep (UP) Program Goals

All requirements are needed to graduate from University Prep—this program is recommended for students who have mostly A’s and some B’s. It is recommended that you earn at least a 3.5 and have competitive SAT or ACT scores in order for this program to best serve you.

Required Coursework—A-G Recommended Coursework: All students must complete the A-G Recommended Coursework along with four additional college-prep elective courses. The A-G Recommended Coursework and Bright Star Schools University Prep Graduation Requirements are as follows.

A: History or Social Science, 2 years—including World History and US History

B: English, 4 years

C: Math, 4 years—including Algebra I, Geometry, and Algebra II, and one course beyond Algebra II

D: Laboratory Science, 3 years or two years of Lab Science and one year of college science

E: Foreign Language, 3 years

F: Visual & Performing Arts, 1 year

G: College Prep Electives, 4 years—Four additional courses in any of the disciplines in requirements A-F
Tracking Progress towards Graduation

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Spanish I</td>
<td>World History 10</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Spanish II</td>
</tr>
<tr>
<td>PE/Health</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>US History (AP option)</td>
<td>Physics or WLAC Science</td>
</tr>
<tr>
<td>Algebra 2 or Pre-Cal</td>
<td>College Prep Elective</td>
</tr>
<tr>
<td>Spanish III</td>
<td>Pre-Calculus or WLAC Math</td>
</tr>
<tr>
<td>SAT Prep/Junior Seminar</td>
<td>College Prep Elective</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>College Prep Elective</td>
</tr>
</tbody>
</table>

Additional Graduation Requirements

- Reading Goals: 1400 Independent reading points earned
- Accepted into two universities
- 50 service hours completed at two organizations
- Ten college visits
- Physical Fitness Goals and Physical Challenges

College Practice Program Goals

All requirements are needed to graduate from the College Practice program—this dual enrollment program is recommended for students who earn mostly B’s and intend to enroll in a four year university. Students can complete this program in four years and will have earned enough credits to enter a four year university as a sophomore. Bright Star Schools commits to continuing our support of students who want to pursue a fifth year at BSS in order to complete 60 units at a community college in order to transfer into a four year university as a Junior.

Required Coursework—A-G Coursework + 40 units of community college credit

All students must complete the A-G *Recommended* Coursework along with four additional elective courses, one of which must be an extra year of Math, Science, English, or Foreign Language. The A-G Recommended Coursework is as follows.
A: History or Social Science, 2 years—including World History and US History English 4 years
B: English, 4 years
C: Math, 3 years—including Algebra 1, Geometry and Algebra 2
D: Laboratory Science, 2 years
E: Foreign Language, 2 years
F: Visual & Performing Arts, 1 year
G: College Prep Electives, 2 years—Two additional WLAC courses in any of the disciplines in requirements A-F

BSS 1: 40 total community college credits, including those earned in requirement G

Tracking Progress towards Graduation

<table>
<thead>
<tr>
<th>9th Grade Offerings</th>
<th>10th Grade Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Spanish I</td>
<td>World History 10</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>PE/Health</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade Offerings</th>
<th>12th Grade Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>US History (AP option)</td>
<td>Pre-Calc or Calc</td>
</tr>
<tr>
<td>Algebra 2 or Pre-Calc</td>
<td>Community College Elective</td>
</tr>
<tr>
<td>Community College Elective A-G</td>
<td>Community College Elective</td>
</tr>
<tr>
<td>Community College Elective</td>
<td>Community College Elective</td>
</tr>
<tr>
<td>Community College Elective</td>
<td>Community College Elective</td>
</tr>
<tr>
<td>Total WLAC Units Earned</td>
<td>Total WLAC Units Earned</td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Goals: 1400 Independent reading points earned</td>
</tr>
<tr>
<td>Accepted into two universities</td>
</tr>
<tr>
<td>50 service hours completed at two organizations</td>
</tr>
<tr>
<td>Ten college visits</td>
</tr>
<tr>
<td>Physical Challenges and Fitness Goals Met</td>
</tr>
</tbody>
</table>
College Practice Program Delineation

Valor Academy Charter High School’s College Practice Program is modeled off of Bright Star Secondary Charter Academy’s College Practice Program, which is now in its fourth year of operation. The Early College model allows students to attend West Los Angeles College each morning and enroll in approximately three college courses that simultaneously fulfill their high school A-G requirements and furnish them with college-level credits. Students study English, Anthropology, Cinema, Biology, and other core-related subjects. The dual enrollment allows our students to see how college courses work and the changes that occur between high school and college courses. Ultimately the program helps our students make the transition between high school and college smoothly and easily.

All students who enter the College Practice Program must show college readiness. To qualify, they are required to take and pass College Placement Exams at transferable university credit levels. For students not yet ready for the program, we encourage them to take an additional year to prepare for the community college work. It is expected that the majority of our students will begin to take courses in 11th grade.

Under the program supervision of our High School Principal, students are bused to a community college campus with a team of College Success Connectors who serve as students’ adult chaperones on campus. By having an adult knowledgeable of their schedule, their professors, and their academic performance, students have a support system that helps them through the complexities of attending college at a young age. Both students and staff collaborate on program details such as course selection, schedule decisions, and regular check-ins with the college faculty to instill shared accountability and ensure that students’ academic needs are met.

The creation of the program is encouraged by a range of research done on similar models. One study in 2007 from Community College Research found that dual enrollment programs are associated with positive outcomes on such measures as high school graduation, college enrollment rates, college grade point averages and progress toward college completion. The research found that students who participated in dual enrollment in high school had significantly higher cumulative college GPAs three years after high school than did their peers who did not participate in dual enrollment programs, and that they also had earned more college credits than non-participating peers. Additionally, the study concluded that male and low-income students glean a particularly strong benefit from such dual enrollment programs.

Sample list of course titles that Valor students may enroll in

Primary Courses
Anthropology 101: Human Biological Evolution
English 101: College Reading and Composition I
English 103: Composition and Critical Thinking
Environmental Science 001: The Human Environment: Physical Processes

---

13 The study, conducted by Melinda M. Karp, Juan C. Calcagno, Katherine L. Hughes, Dong W. Jeong and Thomas R. Bailey, tracked high school and college outcomes for dual enrollment participants in New York City and Florida.
14 Courses modeled off of Bright Star’s partnership with West LA Community College.
Math 127: Intermediate Algebra
Math 241: Trigonometry with Vectors
Math 260: Pre-Calculus
Political Science 101: The Government of the United States
Physical Education 630: Aerobic Super Circuit Laboratory
Sociology 1: Introduction to Sociology
Spanish 1 – 8: Spanish Levels 1 – 8

**Supplemental Course Options**
African American Studies: The African-American in the History of the United States I & II
Anthropology 102: Human Ways of Life: Cultural Anthropology
Art 101: Survey of Art History
Art 201-203: Drawing I – III
Astronomy 101: Elementary Astronomy
Chemistry 051: Fundamentals of Chemistry
Cinema 003: History of Motion Pictures
CAOT 001A: Computer Keyboarding 1A
Computer Science 901: Introduction to Computers and their Use
English as a Second Language 4 - 8: College English as a Second Language IV – Advanced ESL
Composition
Health 11: Principles of Healthful Living
Math 227: Statistics
Math 261: Calculus I
Music 111: Music Appreciation
Philosophy 101: Introduction to Philosophy
Physical Education 225: Yoga Skills
Physical Education 228: Body Conditioning
Psychology 101: General Psychology
Speech 101: Oral Communication
Speech 104: Argumentation
Theater 100: Introduction to the Theater

**Estimated percentage of students per grade level that attend the College Practice Program**

9th grade: none
10th grade: 25%
11th grade: 35%
12th grade: 45%

**Time period that students attend the College Practice Program**

Students are usually at the College from 7:30 a.m. until 12 noon. Monday – Thursday.

**College Practice Program graduation Goal**

Participating in the College Practice Program is a requirement for graduation for Valor students. Please refer to “Graduation Requirements” and “College Practice Program” for more information. We offer our students more than the UC/CSU required A-G repertoire.
College Practice Program classes and graduation credit

Students are expected to complete the minimum number of higher-level college-transferrable credits at the community college as defined by the graduation goals. Although this number is currently low, we expect it to increase gradually as we become better at supporting students through our program. Our hope is that within three years, all of our graduates will be completing all of the transferable IGETC courses while concurrently enrolled in high school.

PART B: Delineation of the core subjects

Course descriptions for core subjects in ELA, math, science, history and Spanish for high school follow below. Courses that have CPP in parentheses above in the instructional framework are courses our students take at the community college. These courses have been aligned intentionally that our students meet not only the A-G required and recommended courses, but also fulfill general education units to transfer to a 4-year university. Students of Valor Academy attain their A-G requirements both through the classes offered on campus and CPP.

Valor Academy’s Recommended A-G courses

A) History – 2 years required: World History and US History
B) English – 4 years required: Literature: all 4 years
C) Math – 3 years required, 4 recommended: Algebra I, II, and Geometry
D) Lab Science – 2 years required, 3 recommended: Biology and Physics (Chemistry has been offered with Physics in alternate years.) All courses include lab work. We plan to offer all 3 subjects full time when we are over 250 students.
E) Foreign Language – 2 years required, 3 recommended: All 3 levels of Spanish
F) Visual & Performing Arts—A full year course in Instruments where students learn to play the keyboard.
G) College Prep Electives—We hope to offer Instruments 2 and Korean 1 (or some other language). In previous years we have offered AVID, Geography, and other electives.

The College Practice Program courses supplement our offerings, especially beginning in the Junior year, with courses that a small high school is simply not able to offer. As we grow larger, we expect to offer additional electives and higher-level courses.

Course Descriptions for High School—ELA

Literature 9

English 9 will be based on the California content standards for English-Language Arts with emphasis on the skills and knowledge that pertain to ninth grade. The course will cover the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic, modern, technical and electronic works of literature and information. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for California public schools.
In covering the 9th and 10th grade Language Arts standards, students are able to read and respond to historically or culturally significant works of literature, write coherent and focused essays, demonstrate understanding of basic principles of research, write and speak with a command of standard English conventions and develop their personal vocabularies. In addition to assigned reading in literature and research, students will read independently in a wide variety of genres and media, to include classical and contemporary literature. This independent reading is in part assessed and aggregated by the Reading Counts program.

**Literature 10**

English 10 is based on the California content standards for English-Language Arts with emphasis on the skills and knowledge that pertain to tenth grade. The course focuses on word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students will be exposed to world literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California public schools.

In covering the 9th and 10th grade English Language Arts standards, students read and respond to historically or culturally significant works of world literature, write essays that convey a well-defined perspective and tightly reasoned arguments, demonstrated understanding of library skills including generating relevant questions and using current technology to find materials and formulate judgments about oral communications by analyzing logic and content in various media genres.

**Literature 11**

English 11 is based on the California content standards for English-Language Arts with emphasis on the skills and knowledge that pertain to eleventh grade. The course focuses on the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic American literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools.

Students develop their skills in reading, thinking, writing, listening and speaking through in-depth study of American literature in a variety of genres and through researching informational materials. The course of study complements the student’s study of U.S. history in the eleventh grade. Focus is also on characteristics of subgenres (including satire, parody and allegory), analysis of irony, tone, mood, style, voice and figures of speech. Readings trace the development of American literatures from the colonial period forward, contrasting major periods, themes, styles and cultures of each period.
Literature 12
English 12 is based on the California content standards for English-Language Arts with emphasis on the skills and knowledge that pertain to eleventh grade. The course focuses on the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic World literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools.

Students develop their skills in critical reading, thinking, writing, listening and speaking through in-depth study of World literature in a variety of genres such as short stories from the Czech Republic, British poetry, Latin Magical Realism, French novels and American & Asian autobiographies. The course of study complements the student’s study of World and U.S. History. Course Goals are to help students become college ready writers and readers.

COURSE DESCRIPTIONS – HISTORY AND SOCIAL SCIENCES

World Geography & Cultures
The course emphasizes the skills for grades 9-12 in the California content standards for Historical and Social Science analysis. The focus of the content is on studying Latin America, Africa, Asia, and Europe and the peoples and cultures in each of them. Skills, including chronological and spatial thinking, historical research, evidence, point of view and historical interpretations. Students learn the skills necessary for astute investigation and analysis of historical events and documents that transfer to other disciplines. In addition, students investigate various disciplines within the social sciences, such as psychology, sociology, anthropology, geography, history, political science, economics and the future.

Modern World History
This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

United States History
The year begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction. This provides the students with a connection to their past learning. Students then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis is on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states’ rights; and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a modern corporate
economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women and the role of the United States as a major world power.

**AP United States History**
This course covers the same standards and skills as United States History but do so at a more intensive level. Additional homework, reading and writing assignments are included to prepare students for the AP US History exam which earns college credit for those students who pass the exam.

**COURSE DESCRIPTIONS – MATHEMATICS**

**Algebra I**
Algebra I is based on the California content standards for grades 8-12. The course is designed to extend students' experience with patterns to a formal understanding of relations, function and the symbolic language and structure of algebra. Students will perform symbol calculations accurately and flexibly move between symbolic, graphical and reality numerical representations. The successful completion of Algebra I prepares students for Geometry. Dolciani’s *Algebra 1* text will be used in this course at VACHS. Students transitioning from Valor Middle School will have completed Algebra I in 8th grade. Those students who are not prepared to take geometry will take Algebra I in 9th grade.

**Geometry**
Geometry is based on the California content standards and presents geometrical concepts and patterns that are important to the development of students' thinking and problem-solving skills. Students learn geometry theorems involving two and three dimensions and will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.

**Algebra II**
Algebra II is based on the 25 California content standards for High School Algebra II from the California Department of Education. Algebra II complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system.

**COURSE DESCRIPTIONS—SCIENCE**

**Biology**
This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science.
Applications to society, individuals and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

**Chemistry**
This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included.

**Physics**
This course is a standards-based study of fundamental physics concepts, such as measurement, calculation and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena and relativity and quantum physics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included.

**COURSE DESCRIPTIONS – FOREIGN LANGUAGE**

**Spanish I**
Spanish I is an intensive introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes and ask and answer simple questions on a variety of topics. They will also learn to read, write and conjugate verbs in different tenses in Spanish. Students that start school with us at 7th or 8th grades, take Spanish before they enter high school. This offers more time in their high school schedule to take other courses, electives and even community college courses.

**Spanish II**
This comprehensive program builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish I. Students that elect this course must have successfully completed Spanish I. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past and future tenses on a variety of topics. The course is recommended for students who anticipate
continuing on to more advanced levels of Spanish, including Advanced Placement and/or college entrance. Students also begin to read simply literature in Spanish and present projects that demonstrates their language development.

**Spanish III**
Spanish 3 builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish 1 - 2. Students that elect this course must have successfully completed Spanish I and II. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterite and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you–usted; differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students also read literature in Spanish and present projects on their novel of choice in Spanish. This course is instructed exclusively in Spanish.

**AP Spanish Language**
Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Students that elect this course must have successfully completed Spanish I, II and/or III. It encompasses aural/oral skills, reading comprehension, grammar and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the Advanced Placement Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

**COURSE DESCRIPTIONS – MUSIC**

**Music Instrument I**
Students will follow a basic beginning/intermediate method book provided in class. All lessons taught in the Music Instrument Lab course are aligned with the California Music Education Standards as part of the California Visual and Performing Arts Standards. VACHS’ Music Instrument Lab course utilizes the Yamaha Music In Education (MIE) system. MIE is a unique, turnkey program that uses technology to make teaching and learning music more efficient and enjoyable. The curriculum is concept-based, teaching the same musical concepts (note reading, melody, harmony, rhythm, form, texture, etc.) as would normally be taught in general music programs. Although, MIE uses a classroom of state-of-the-art piano keyboards as the learning interface, students still sing, move and discuss music that they are now able to play, compose and record.
Students will learn fundamentals of classical to modern piano/keyboard playing, including technique, interpretation, music theory and history as they relate to specific pieces of traditional (cultural), classical and modern piano repertoire. Students will also learn and polish pieces chosen to match each student's personal and technical level, applying appropriate expressive tools, such as dynamics and articulation. They will develop ear training and critical listening and thinking skills through exercises and exposure to audio and video recordings of historical pianists and musical groups. Supplemental rhythmic musicianship is practiced through hand drumming, movement (dance) plus sound recording (Garageband).

Students will become proficient in:

- Rhythm, notes/rests values
- Technique: Five Finger Patterns
- Note Reading by interval and note name
- Scales in order of Circle of Fifths
- Piano playing technique, hand position
- Correct fingerings
  - Playing of primary chords in C, F and G
- Good hand shape, finger dexterity and (harmony/harmonization)posture
- Simple improvising and addition of left hand
- Solo material at the appropriate level bass to melodies
- Phrasing, Expression and Dynamics
- Nurturing and encouraging creative expression
- Becoming independent musical learners

Students are expected to develop the discipline of daily practice. This routine builds good, solid music skills (musicianship). Practice sessions are expected to include technical exercises. Beginners should practice in very short sessions. Students with limited or no practice time at home are expected to practice in the keyboard lab or on another piano in the music department during their unscheduled time of the school day.

**Music Instrument II**

All lessons taught in the Music Instrument Lab course are aligned with the California Music Education Standards. Students will follow a basic beginning/intermediate method book provided in class. The VACHS Music Instrument Lab course utilizes the Yamaha Music In Education (MIE) system. MIE is a unique, turnkey program that uses technology to make teaching and learning music more efficient and enjoyable. The curriculum is concept-based, teaching the same musical concepts (note reading, melody, harmony, rhythm, form, texture, etc.) as would normally be taught in general music programs. Although, MIE uses a classroom of state-of-the-art piano keyboards as the learning interface, students still sing, move and discuss music that they are now able to play, compose and record.

Participation in the Instrument 2 class will provide students a chance to increase musical understanding beyond only reading notes by teaching students a vocabulary of chords and keys,
accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music.

Through the use of the MIE lab and Apple’s Garageband software, students will have the opportunity to explore music technology and its applications to composition, arrangement, and even recording industry techniques. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.

Students will become proficient in:

1. **Scales** – five finger patterns, all keys, major and minor, hands together. Major scales, all keys, one octave, in tetrachord style.
2. **Chords** – Arpeggios, all keys major and minor, hand crossing style. Block chords, major and minor, all keys, hands together, root position, 1st inversion and 2nd inversion.
3. **Progression** – I, V, I all keys major and minor, hands together.
4. **Harmonization** – Harmonize melodies in five-finger position using I and V chords, in all major and minor keys, showing chord symbols and or chord names. Harmonize simple melodies using root position, and inverted chords.
5. **Transposition** - Transpose simple melodies, including harmonization, as specified above.
6. **Sightreading** - Demonstrate ability to sightread music in five-finger position.
7. **Repertoire** - Learn and perform pieces assigned or approved by the instructor. The number and difficulty of pieces performed in class will have a part I determining your grade, with a minimum of five performances to pass the course.
8. Additional pieces or assignments may be added to the course requirements.

Students are expected to develop the discipline of daily practice. This routine builds good, solid music skills (musicianship). Practice sessions are expected to include technical exercises. Beginners should practice in very short sessions. Students with limited or no practice time at home are expected to practice in the keyboard lab or on another piano in the music department during their unscheduled time of the school day.

**PART C: The proposed teaching methodologies**

**Teaching Methodologies**

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

Valor Academy Charter High School subscribes to the following strategies in order to drive strong academic outcomes:

- Standards-based Curriculum and Instruction.
- Organized and Systematic Approach to Instructional Delivery.
- Schoolwide systems and structures.
- Engagement Intensive Student-Teacher Interaction Techniques.

We have included the teaching methodologies and rationales for the core subjects.

**Standards-based Curriculum and Instruction**

VACHS’ curriculum is based on the California State standards. All teachers analyze state content standards and internal school standards that correspond to their specific grade and content areas. They then frame their lessons to ensure that they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.

**Organized and Systematic Approach to Instructional Delivery**

Consistent instructional approaches and strategies are part of our philosophy because effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We establish a system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.

- **Standards Mapping** – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
- **Syllabus** – Each course must have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.
- **Study Island (SI)**—if the subject taught has an aligned Study Island testable subject, teachers must assign practice tests, schedule SI in-class assessments and calendar benchmarks throughout the academic year (included in syllabus).
- **Reading Counts**—All ELA teachers and advisors monitor, track and support students with reading their independent novels once a month.
- **Weekly overviews**—Teachers are responsible for submitting lesson plans on a weekly basis. Teachers who teach the same content for the same grades are expected to common plan to ensure instructional consistency. Weekly overviews are submitted to

---

15 See teacher sample of a Standards Map in Appendix (Tab 6, Section F).
16 See sample standards-based assessment created on Edusoft/Data Director and Item-Response Analysis in Appendix (Tab 6, Section F).
the Principal Teacher. S/he is responsible for the evaluation of the overviews and provides feedback to the teachers.

- **Common Whiteboard Configuration**—Teachers use a common whiteboard configuration (WBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglas Academy in Harlem, NY, the blackboard configuration (or whiteboard as we call it at VACHS) is an instructional accountability system that streamlines the content of that day’s lesson. The WBC includes minimally:
  - The standard
  - SI Assignment
  - IWOC
  - Day’s Agenda
  - Do Now
  - Important dates

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

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

**School-wide systems and structures**

We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, etc. Administrators work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share with new teachers systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems are refined and new systems and structures are implemented as needed to achieve the same objective – utmost time spent on student learning.

More descriptions on school-wide systems and structures are provided under Section 5 *Description of Curriculum* on pages 45-48. More on school-wide assessments are on pages 118-119.
Engagement Intensive Student-Teacher Interaction Techniques

Research indicates that students learn best in a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We implement three components to ensure that teacher and student interaction is high:

- **Rap, Rhythm and Rhyme.** This technique, inspired by legendary educator Harriet Ball, uses chanting and rhyming to create excitement about the learning process and as a skill to help children remember key learning concepts. Most often this approach will be applied to math, history and English Language Arts during the 7 & 8th grades in order to increase subject matter comprehension.

- **Kinesthetic Learning.** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.

- **Proven Instructional Techniques.** We will also use a variety of academic and behavioral techniques that reinforce student expectations. VACHS strategically selects two to three instructional techniques as a focus in professional development sessions such as reader’s theater, Socratic seminars or community circles. Teachers engage in training and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.

Language Arts – Instructional Methodologies and Rationales

Students work toward mastering word analysis, reading with fluency and systematically developing their vocabulary through weekly vocabulary and spelling lists of words that are taken from the literature and other texts they are reading. The English Language Arts department, with the approval of the Principal Teacher, selects the actual reading texts, with an eye to the Social Studies and Science thematic units to be covered at each grade level. As the students progress through the school, they learn to form book clubs and to read more interactively, thinking through the text, its symbols, the author’s intent, the characters, the historical context and other elements. Texts expand beyond novels to include poetry, lyrics, letters and non-fiction documents.

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

Our English writing program is based on teaching students both (1) the fundamental mechanics of the grammar of the English language and (2) the writing process and the necessary creativity inherent in that process. Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences.

Written and oral English language conventions are emphasized at every grade level. We teach a supplemental grammar program in all English classes in 7-8th grades and a basic English class is available in the high school level. In the 7-8th grades, teachers use Write Source and other supplemental grammar curricula such as Warriner’s Grammar series. In high school, students take a remedial Writing course based on 8th grade and high school writing standards. Study of sentence structure, grammar and spelling is reinforced by weekly quizzes and tests to determine whether students are mastering the English language.

Teaching students how to listen and speak is another extremely important part of our program. Therefore, we reinforce correct oral English language skills in all their subjects. Therefore, even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

**History/Social Studies - Instructional Methodologies and Rationales**

Students at VACHS expand their understanding of history by studying people and events of the past. We make sure our students learn geography and the important facts associated with geography. Map skills and the ability to identify the places they study in history on maps is an essential component of this study. The social studies textbook series that we adopted at the 7-8th grades is TCI’s *History Alive!* This series has a Geography component that is supplemented with other map resources such as materials available from worldatlas.com on the internet.

Beyond geography, emphasis is placed on the everyday lives, problems and accomplishments of people; how developing social, economic and political structures are necessary to maintain a civilization and a standardized culture of living; as well as in establishing and spreading ideas that help transform the world forever—are some of the concepts that students learn. Students develop higher levels of critical thinking by analyzing the interactions among various cultures, emphasizing their enduring contributions and the link—despite time, between the contemporary and historical worlds.

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

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

Mathematics – Instructional Methodologies and Rationales

Instructional methods and strategies used in our Math department include: direct instruction and lecture, teaching models and problem solving, demonstration, explanation and teacher-facilitated discussions, cooperative learning groups, students solving problems and student practice materials. Assessment methods and tools used include teacher-designed tests, publisher-made tests and assessments, class participation, notebooks, IWOC, performance tasks assessed using rubrics and midterm and final exams.

Following the 7-8th Math course of study, a large number of our students are ready for Geometry in 9th grade, while some take Algebra. In 10th grade, students matriculate to either Algebra 2 or Geometry. In 11th grade, students move on to either Trigonometry or Algebra 2. And 12th graders might opt for either Calculus or Trigonometry. Math courses above Algebra 2 might be taught at The College Practice Program.

We believe that successful instructional strategies are contextual and practice-based in Math. Teachers employ instructional approaches appropriate for the material they are teaching. One hallmark of teaching at VACHS is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, higher-order thinking. Teachers are responsible for driving the student learning deeper than the mere accumulation of skills and knowledge to conceptual understanding. They are supported with training and coaching on incorporating call and response, whole body “hands on” learning and role-playing to respond to kinesthetic-tactile learners. One might find in a math class, students working in groups on mini white boards with their own Expo markers to solve one problem that the teacher posed.

Because Math is best learned through practice, practice, practice and learning from one’s mistakes, daily IWOC in Math is mandated from all Math instructors. A large portion of the class is also spent in reviewing the skills, questions, answers and processes from the homework the night before. Students also frequently work in group settings so that they may also learn from each other. Sometimes, when a peer explains it—it makes more sense.
We believe that assessment must be integrated into the instructional program, and is as fundamental to good instruction as is lesson planning and teacher preparation. At VACHS, every instructional unit must have a clear final assessment to measure students’ overall mastery of that unit. Additionally, every lesson must embed checks for understanding to inform the teacher about the student’s skills and knowledge in order to help move the student towards mastery. Since units are connected to state standards, the assessments of those units align with state standards. We use the Edusoft/DataDirector program to create standards-based benchmark exams to check student progress at various points throughout the year.

**Science – methodologies and rationales**

Our science program is textbook-grounded, but experiment-based. In other words, students read about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. Our teachers supplement the textbooks with materials from the Foss series of Science kits, which are ready-made for student investigation and experimentation and other home materials.

Our 9th graders take either Introduction to Sciences or Biology. 10th graders take Biology or Chemistry. 11th graders take Chemistry or Physics, and 12th graders take Physics or an additional elective.

**PART D: The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach.**

**Reading**

Reading proficiency is essential to the mastery of all other academic subjects. Our graduating seniors are ready to read college-level textbooks and write eloquently. Their abilities and skills reflect intensive Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts and a strong writing ability in a variety of genres. VACHS students read classical texts from diverse cultures in fiction, non-fiction and poetry, in addition to a book a month independently.

Teachers assess all students both at the beginning of the year and throughout the year. Our school also consistently shares and communicates with the student his/her progress. Students take reading assessments such as on the Northwest Evaluation Association to gauge general reading level and vocabulary knowledge. They also take a test of oral reading fluency and reading comprehension. Teachers develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories and regular assessment of reading comprehension skills on Scholastic Reading Counts.17

There is also blocked time for writing and grammar. Our English Language Arts program builds a strong foundation in the English Language. The reading class focuses on fluency and

---

17 Please reference Appendix (Tab 6, Section F) for sample Scholastic Reading Counts and Study Island student progress reports.
comprehension of both fiction and nonfiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres. Phonics is not a focus of the later grades. However, we expect that a majority of our students have a weak literacy foundation. They have not had exposure to or mastery of an in-depth phonics program, which we believe is fundamental for future academic success. For this reason, our ELA learning blocks are longer. This way, students’ reading progress is closely monitored to ensure success in this critical phonemic skill. Regular teacher/student conferences help teachers assess students’ reading fluency.

We are fully committed to ensuring our students are active and purposeful readers. Therefore, teachers and administrators develop a rigorous six-year plan for introducing increasingly difficult texts and assignments to our students. Research indicates that the more reading materials children are exposed to, the easier it is for them to develop strong writing and comprehension skills. The diversity of our texts and novels support students’ development of their reading skills through many different contexts.

Writing

Written expression is closely linked with success in college-preparatory and higher education. Students develop the writing of five-paragraph essays in four genres: expository, summary, persuasive and literary response. Students progress in their grammar and mechanics. School leaders develop VACHS rubrics for assessing writing. Teachers use a combination of widely-accepted writing programs such as Step Up to Writing and Write Source.

Developed by Maureen Auman, Step Up to Writing is a logically sequenced writing program, commonly used in California schools. The direct instruction and modeling used by teachers to improve student skills is consistent with our instructional methods throughout the school. The guided practice and independent practice that follow appropriately match the sequence of activities in other VACHS classes. Further, Step Up to Writing includes many opportunities for teachers to lead students through an authentic writing process, including editing and revisions.

Write Source is published by Houghton Mifflin, but it is the product by educators and writers. It serves as a handbook for writing with rules, samples and challenges. It also includes components of the writing process, along with grammar and phonics lessons.

Mathematics and Our Approach to Numeracy

Algebra mastery is considered by some to be the gateway to higher learning, and thus a modern reflection of the civil rights movement. For example, Robert P. Moses states that “[w]ithout these skills [of algebra] children will be tracked into an economic underclass.”

---

19 See Appendix (Tab 6, Section F) for Writing Rubrics and Prompts.
20 www.algebra.org/apinfo/welcome2.html. “Excerpts from Remarks on the Struggle for Citizenship and
VACHS students master algebra in the eighth grade (especially those who matriculate from Valor Academy Middle School). This goal requires intensive fifth and sixth grade courses in general mathematics that ensure a strong foundation in number sense, algebra and function, data analysis and statistics, probability, measurement and geometry and mathematical reasoning.

Standards for each year of the mathematics curriculum will be developed using the California Public School standards and the item-analysis of all state and national assessments. To ensure teaching activities are consistent with best practices for math instruction, VACHS teachers will use a sequence of mathematics textbooks approved by the California Department of Education. Using these textbooks alongside a standards map that ensure that all skills and concepts taught at the school are standards driven will ensure an effective, standards-based approach to mathematics.

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Skills</th>
<th>Assessment Tools</th>
<th>Benchmark Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language and Literature</strong></td>
<td>Students will read with comprehension, speak with meaning, and possess familiarity with literary works per their grade level equivalent. Students will be able to read and analyze at least twelve grade-level appropriate works of literature by the time they are in 12th grade. All students will develop enhanced language skills and understanding. Students will be able to write 5-paragraph essays.</td>
<td>Portfolio Quizzes Reading Count Tests Writing Exams NWEA Study Island Classroom Quizzes STAR Exam Unit Exams</td>
<td>Percentage of students achieving at proficiency in ELA will increase by three to five percent annually. All students will be at proficient or above in ELA upon graduation from VALOR ACADEMY CHARTER HIGH SCHOOL. Students will accomplish eighty percent proficiency in ELA on the NWEA standards tests annually.</td>
</tr>
<tr>
<td><strong>Spanish Language and Literature</strong></td>
<td>Students will read with comprehension, speak with meaning and possess familiarity with literary works. All students will become bilingual and bi-literate conversationally in Spanish or another language.</td>
<td>Rubric Self-Assessments AP Exams (for high school students)</td>
<td>Students will be bi-literate and bilingual upon graduating from VALOR ACADEMY CHARTER HIGH SCHOOL. 50% of Students in AP Spanish courses will pass the national exam with 3 or higher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Goals and Measures</th>
<th>Assessments</th>
<th>Progress Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Students will be able to demonstrate proficiency in Algebra and Geometry by using equations and following steps to problem solve and compute the formulas. They will develop critical analyzing skills to problem solve word problems in math and be able to apply their math knowledge.</td>
<td>California Standards Test Rubric Self-Assessments NWEA assessments Study Island</td>
<td>Percentage of students achieving at proficiency in math will increase by three to five percent annually. All students will be proficient or above in math upon graduating from VALOR ACADEMY CHARTER HIGH SCHOOL. Students will accomplish eighty percent proficiency in math on the NWEA standards tests annually.</td>
</tr>
<tr>
<td><strong>Science/Ecology/Outdoor Education</strong></td>
<td>Through investigation and experimentation, students will demonstrate proficiency of the principles of Physical Science, Earth Science, Life Science, Ecology and Environmental Awareness.</td>
<td>California Standards Test Experiments Lab Portfolios Formative Assessments Edusoft Assessments Study Island assessments</td>
<td>Percentage of satisfactory portfolios will increase by three to five percent annually. Students will accomplish seventy percent proficiency in End-of-Course state science standards tests annually.</td>
</tr>
<tr>
<td><strong>Social Studies/History</strong></td>
<td>Students will demonstrate intellectual reasoning, reflection, and research skills related to chronological thinking and historical interpretation. Students will be able to recognize most countries on a world map. Students will understand what it means to “learn from the past.” Students will be able to identify and demonstrate understanding of key events in U.S. and world history.</td>
<td>California Standards Test Research Projects Demonstrations AP Exams (for high school students)</td>
<td>All students will also participate in journalism activities, including creation of periodicals. Students will accomplish seventy percent proficiency in End-of-Course state social science standards tests annually. 50% of Students in AP History courses will pass the national exam with 3 or higher.</td>
</tr>
</tbody>
</table>
Rigorous Standards Based Curriculum that Builds Skills

The mission of VACHS is to prepare students for educational success in colleges and life beyond. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the eighth grade ready to successfully enter ninth grade programs. Certain exit outcomes ensure this preparation as we do not socially promote. In English students are able to read and comprehend classical texts and effectively compose various types of five paragraphs essays. In math, students have completed a comprehensive Algebra I course.

VACHS is grounded in a deep understanding of foundational skills and problem solving built in the prior grades. In science, students develop a foundational grasp of earth, life and physical sciences that prepares them for the demands of high school Biology, Chemistry and Physics. In history, students build a broad understanding of United States and World History, which is influenced by literature in the earlier grades, allowing students to contextualize various historical events.

Academic achievement in core academic subjects as directed by the California State Standards is the primary vehicle by which we accomplish the mission of VACHS. As a result, the schedule and entire program structure are designed to promote maximum success in these courses. All students take reading, writing, math, science and history every day. In the 7th and 8th grades, students will take double periods of ELA focused on reading and writing.

PART E: How the curriculum addresses California Content Standards

Aligning Curriculum and Internal Assessments to State Standards

All of the curricular standards for VACHS are directly aligned with the California State Curriculum Standards. Where necessary for college preparation, VACHS’ curricula exceed these standards in a manner that is age-appropriate and simultaneously ensures the mastery of basic skills. For example, all California students complete Algebra by the eighth grade, a ninth grade requirement according to the California guidelines. Valor Academy Charter High School students must also read much more than an average student. More instructional time and a focused, accountable school culture allow for this intensified pace.

To accomplish our goals, we utilize Understanding by Design (UbD) as a framework for designing curricular units, assessments, and instruction. UbD is the framework that enables teachers to “plan backwards” to design a curriculum and lessons that are tied to state standards. We believe in using the California Performance Standards, national standards, other challenging state standards, and the knowledge of our faculty to design specific internal standards informed by these external standards that clearly identify the content and skills that students should master in each grade level. In addition, to complement the UbD framework, we will adopt the curriculum development process of Roxbury Preparatory Charter School, the highest performing urban middle school in Massachusetts.

21 See University Prep (UP) Program Goals and College Practice Program Goals: Element 1, Section 5, Part A.
22 http://www.ascd.org/portal/site/ascd/menuitem.6a270a3015fcac8d0987af19e3108a0c/.
During our summer orientation, school leaders supply incoming teachers with sample scope and sequences and internal standards and then guide teachers to critically analyze assessments from the CST along with all state and nationally recognized standards to identify the skills and content areas needed for mastery at a specific grade level. Teachers blend the CA standards with the identified skills and content into smaller, measurable goals to create student-friendly VACHS standards. These standards drive the creation of quarter and semester-end assessments. The Curriculum Alignment Template (CAT)—a tool that allows the school and teachers to align each state standard with classroom lessons and assessments is also implemented guaranteeing a high degree of accountability to teaching the standards. The CAT includes CA standards and is used as a curriculum map that lists when standards are taught over the course of the year. In addition, it contains the lesson topic, essential skills/objectives/vocabulary and possible assessment methods. This detailed work enables teachers to have a solid plan before teachers work with students and acts as a general guide to assist them in their lesson creations.

**Weekly Lesson Plans**

In addition to designing unit plans, teachers complete weeklong plans in advance to ensure that they are prepared and organized prior to teaching a lesson. Each weekly plan contains the standard for the week, IWOC, correlating Study Island objectives and/or Reading Counts goal. Under the supervision and support of the Principal Teacher and grade level cohort and department teams, all teachers have well thought out plans and strategic pacing charts within larger unit plans, and ultimately within the yearly curriculum. Professional development is scheduled after each quarter assessment for teachers to realign their pacing plans with the speed and accuracy of student achievement.

**Courses and Standards**

The proceeding chart is not meant to be a complete or exhaustive listing of coursework or instructional strategies. Valor Academy’s teachers consistently cover the California standards but bring their own methodologies and instructional strategies to each individual classroom assignment. Teachers at Valor Academy have significant input into their instructional materials, and therefore supplemental materials and programs and strategies change from year to year as new teachers come into our system. We hope that the proceeding charts for the selected courses have however, given some insight into how we align coursework and instructional strategies with the California content standards. Please also see Appendices L-O for sample copies of our curricula alignment with standards.
9th Grade English

English 9 is based on the California Content Standards for English-Language Arts with emphasis on the skills and knowledge that pertain to ninth grade. The course covers the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students will be exposed to classic, modern, technical and electronic works of literature and information. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for California Public Schools.

In covering the 9th and 10th grade Language Arts standards, students will be able to read and respond to historically or culturally significant works of literature, write coherent and focused essays, demonstrate understanding of basic principles of research, write and speak with a command of standard English conventions, and develop their personal vocabularies. In addition to assigned reading in literature and research, students will read independently in a wide variety of genres and media, to include classical and contemporary literature. This independent reading will in part be assessed and aggregated by the Reading Counts program.

Courses as described are aligned with the following standards:

1.0 Word Analysis, fluency and Vocabulary Development through the literature as well as vocabulary program.
2.0 Reading Comprehension will be developed through the literature, including informational documents, and critical study of expository materials.
3.0 Literary Response and Analysis. Students will read and respond to significant works of literature that reflect and enhance studies of history and social science as well as literature. Different forms of literature will be studies and characters will be analyzed. Students will begin to analyze characteristics of style.

1.0 Writing Strategies: Students will write coherent and focused essays. They will concentrate on organization and focus, precise language and details; they will learn to do a research paper with all of the appropriate elements; they will improve their evaluation and revision skills. They will write biographical narratives, response to literature, expository and persuasive essays, business letters.

1.0 Written & Oral English Language Conventions ~ standard English will be mastered and students will know the conventions of the English language. The literature, as well as a grammar text, will be used to demonstrate and master these conventions.

1.0 Listening and Speaking strategies: student oral presentation will be a part of English and history classes. Students will analyze famous speeches to learn the rhetorical devices and be able to evaluate the effectiveness.
Algebra I

Algebra I will be based on the California Content Standards for grades 8-12. The course is designed to extend students' experience with patterns to a formal understanding of relations, function, and the symbolic language and structure of algebra. Students will perform symbolic calculations accurately and flexibly move between symbolic, graphical and reality numerical representations. The successful completion of Algebra I prepares students for Geometry. Dolciani’s *Algebra 1* text will be used in this course at VALOR ACADEMY CHARTER HIGH SCHOOL.

The school’s plan is to prepare our 7th graders to be ready for Algebra in 8th grade. Those who are not will take the Math 8/Pre-Algebra course.

Correlated Standards

1.0 Identify and use the arithmetic properties of subsets of integers & rational, irrational, , including closure properties for the four basic arithmetic operations where applicable.

2.0 Understand and use such operations as taking the opposite, finding the reciprocal; understand and use the rules of exponents.

3.0 Solve equations and inequalities involving absolute values.

4.0 Simplify expressions before solving linear equations and inequalities in one variable.

5.0 Solve multistep problems, including word problems, involving linear equations and linear inequalities, justifying each step.

6.0 Graph a linear equation and compute the x- and y-intercepts. Able to sketch the region defined by linear inequality.

7.0 Verify that a point lies on a line, given an equation of the line. Can use the point-slope formula.

8.0 Understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Can find the equation of a line perpendicular to a given line that passes through.

9.0 Solve a system of two linear equations in two variables algebraically and interpret graphically. Able to solve a system of two linear inequalities in two variables and sketch it.

10.0 Add, subtract, multiply and divide monomials and polynomials. Solve multistep problems including word problems by using these techniques.

11.0 Apply basic factoring techniques to second and simple third-degree polynomials. These include finding a common factor for all terms in a polynomials, recognizing the difference of two squares and recognize perfect squares of binomials.

12.0 Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Add, subtract, multiply and divide rational expressions and functions; solve both computationally and conceptually challenging problems by using these techniques.

14.0 Solve a quadratic equation by factoring or completing the square.

15.0 Apply algebraic techniques to solve rate problems, work problems and percent mixture problems.

16.0 Understand the concepts of a relation and a function,
determine whether a given relation defines function and give pertinent information about given relations and functions.

17.0 Determine the domain of independent variables and the range of dependent variables define a graph, a set of ordered pairs or a symbolic expression.

18.0 Know the quadratic formula and are familiar with its proof by completing the square.

19.0 Know the quadratic formula and are familiar with its proof by completing the square.

20.0 Use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Graph quadratic functions and know that their roots are the x-intercepts.

22.0 Use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

23.0 Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Use and know simple aspects of a logical argument; the difference between inductive and deductive reasoning; identify and give examples of each.

25.0 Use properties of the number system to judge the validity of results, to justify each step and to prove or disprove statements.

**Geometry**

Geometry will be based on the California Content Standards and presents geometrical concepts and patterns that are important to the development of students' thinking and problem-solving skills. Students will learn geometry theorems involving two and three dimensions and will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.

**Correlated Standards**

1.0 Demonstrate understanding by identifying and giving examples of undefined terms, axioms, through inductive and deductive reasoning.

2.0 Write geometric proofs, including proofs by contradictions.

3.0 Construct and judge the validity of a logical argument and give counterexamples.

4.0 Prove basic theorems involving congruence and similarity.

5.0 Prove that triangles are congruent or similar, and they are able to use the concept of correspondence of congruent triangles.

6.0 Know and are able to use the triangle inequality theorem.

7.0 Prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals and the properties of circles.

8.0 Know, derive and solve problems involving the perimeter, circumference, area, volume, lateral surface area of common geometric figures.

9.0 Compute the volumes and surface areas of prisms,
pyramids, cylinders, cones, and spheres; commit to memory the formulas for prisms, pyramids and cylinders.

10.0 Compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombus, parallelograms and trapezoids.

11.0 Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Find and use measures of sides and of interior and exterior angles of triangles and polygon figures and solve problems

13.0 Prove relationships between angles in polygons by using properties of complementary, supportive vertical and exterior angles.

14.0 Prove the Pythagorean theorem.

15.0 Use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors and the line parallel to a given line through a point of the line.

17.0 Prove theorems by using coordinate geometry, including the midpoint of a line segment, the formula and various forms of equations of lines and circles.

18.0 Know the definitions of the basic trigonometric functions defined by the angles of a right triangle; also know and are able to use elementary relationships between them.

19.0 Use trigonometric functions to solve for an unknown length of a side of a right triangle.

20.0 Know and are able to use angle and side relationships in problems with special right triangle and 30, 60, 90 degree triangles and 45 and 90 degree triangles.

21.0 Probe and solve problems regarding relationships among chords, secants, tangents, inscribed and circumscribed polygons of circles.

22.0 Know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations and reflections.

---

**Biology**

This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts such as biochemistry and

**Science: Biology (9th grade)**

1. Cell Biology
   The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.

2. Genetics
   Mutation and sexual reproduction lead to genetic variation in a population. As a basis for
the biology of cells, genetics, evolution, ecology, physiological systems, and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

understanding this concept:

3. A multi-cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:

PART F: How the teaching methodologies and instructional program address the needs of the targeted student population.

Reliance on Proven Instructional Programs and Methodologies

The educational philosophy, teaching methodology and subsequent instructional program of VACHS are heavily informed by the practices utilized at Bright Star Secondary Charter Academy. Additionally extensive research into the elements that comprise the most successful schools in the country has been conducted to ensure a premier academic program. VACHS has recruited our best practices from schools that have had great success with students in underserved communities. School leaders have conducted many school visits and met with school leaders from:

- Bright Star Secondary Charter Academy – Los Angeles, CA
• Alliance College Ready #4—Los Angeles, California.
• Boston Collegiate Charter School—Boston, Massachusetts.
• Camino Nuevo Schools – Los Angeles, California.
• Granada Hills Charter High—Granada Hills, California.
• Green Dot Schools – Los Angeles, California.
• KIPP Academy Bronx—Bronx, New York.
• KIPP Academy of Opportunity—Los Angeles, California.
• KIPP Los Angeles Preparatory Charter School—Los Angeles, California.
• KIPP Houston High School—Houston, Texas.
• Roxbury Preparatory Charter School—Boston, Massachusetts.
• Synergy Charter School—Los Angeles, California.
• Wildwood Charter School—Los Angeles, California.

Schools in which economically disadvantaged students achieve mastery in the core subjects and experience academic success are those that offer:
  • Extended school day and longer calendar year.
  • Maintain an unyielding focus on ensuring students’ literacy and numeracy skills in the earliest grades.
  • Adopt teaching methodologies that have proven successful in urban settings.
  • Set high expectations both behaviorally and academically.
  • Employ frequent assessments and data driven professional development.
  • Develop a strict code of conduct and character building opportunities.
  • Subscribe to masterful and specialized teachers.
  • Involve parents and the community in the life of their scholars’ education.
  • Treat each child as an individual, assessing them at their baseline, setting high standards and ensuring that they meet their goals through structured supports.

We believe that all students at VACHS including our targeted population will benefit from our highly structured instructional program.

PART G: The evidence (research based) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter’s targeted population.

The instructional program that we have developed for VACHS is critical to students’ academic success. In no way have we reinvented the wheel on instructional delivery, but instead studied models of success and recruited their best practices. Below is an example of design elements that we have replicated in the VACHS model.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Consistency</strong></td>
<td>Excel Academy Charter School, Boston, MA</td>
<td><strong>College Practice Program</strong></td>
<td>Bright Star Secondary (BSSCA)</td>
<td>BBC, common planning, Creed, extended day, high accountability and culture of “no excuses”</td>
<td></td>
</tr>
<tr>
<td><strong>Character Development</strong></td>
<td>KIPP Aspire, San Antonio, TX</td>
<td><strong>Character Development</strong></td>
<td>Wildwood School, Los Angeles, CA</td>
<td>5 Pillars, Wooden’s Pyramid of Success</td>
<td></td>
</tr>
<tr>
<td><strong>Life Work Course</strong></td>
<td>KIPP Houston HS, TX; Yes, College Prep, Houston</td>
<td><strong>Professional Development</strong></td>
<td>KIPP Leadership Summit; California League of Middle and High Schools</td>
<td>Week-long development on a variety of topics for different school positions</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum Development</strong></td>
<td>Roxbury Preparatory Charter School, Boston, MA</td>
<td><strong>Curriculum Development</strong></td>
<td>Achievement First, Crown Heights, NY;</td>
<td>Creation of Internal Curriculum with CAT Alignment, Procedures and Problem Solving in Math; assessment building</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Accountability</strong></td>
<td>Achievement First, Crown Heights, NY;</td>
<td><strong>Cultural Accountability</strong></td>
<td>Yes College Prep; Houston, TX Match Charter Public School; Boston, MA</td>
<td>Uniform, missing assignments, parent contracts, home visits, student discipline</td>
<td></td>
</tr>
<tr>
<td><strong>Student Discipline</strong></td>
<td>Self-Developed</td>
<td><strong>Student and Staff Support</strong></td>
<td>Match Charter Public School, Boston, MA; Roxbury Preparatory Charter School, Boston, MA</td>
<td>William Glasser’s Choice Theory; Marvin Marshall’s Discipline without Stress</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Program</strong></td>
<td>KIPP Schools; Renaissance Arts Academy</td>
<td><strong>Arts Program</strong></td>
<td>Music and Fine Arts Literacy, open room learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment &amp; Grading Alignment with Standards</strong></td>
<td>Dr. Olga Mohan High School aka Alliance College Ready #4</td>
<td><strong>Assignment &amp; Grading Alignment with Standards</strong></td>
<td>Standards-based grading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Base

Our approach is to use state approved texts in our classrooms, utilizing them as a resource to create an internally crafted curricula which (a) is developed through the curriculum alignment process outlined below and (b) is fully aligned with CA state standards. The process of curriculum development adopted by VACHS has been used by a number of high performing charter schools nationwide serving a similar demographic. Our process for curriculum development and implementation has been adopted primarily from Roxbury Preparatory Charter School (Roxbury Prep) in Boston, MA.

Roxbury Prep Curricular Model

The curriculum development process at Roxbury Prep begins with the analysis of multiple state and standardized assessments. During the summer orientation summer faculty and staff plan and prepare curriculum for the school year by developing Curriculum Alignment Templates. The process is valuable for developing shared knowledge among the staff and passing it along to new teachers, who can review the CATs for the courses they teach and build on those lesson plans and curriculum units.\(^\text{23}\) In following this process, VACHS teachers use state tests, state standards, state blueprints and released questions to develop school-based standards for each class at each grade level. From these standards, teachers complete Curriculum Alignment Templates (CATs) for each course. These include student learning goals for each standard, teaching activities to reach these standards, and assessments.

Aligned with the standards and guided by the maps, teachers create semester exams and quarter midterms before the start of school. At VACHS the Principal oversees the internal assessment development process. Under the guidance of the Principal, teachers map backwards from the state standards, and establish a clear set of internal standards taught through objectives and mastered at each grade level in each subject. They then develop all comprehensive standards-based assessments. The Principal provides models for all internal assessments developed, vet all internal assessments and approve all final documents.

After each assessment is administered during the course of the school year, results are available on DataDirector and every teacher receives specific feedback on how many students have met the standards with respect to each question on the assessment. The Head of Schools and PT work closely to ensure that teachers are re-teaching standards as needed, and providing the additional student supports beyond the classroom.

The success of the curriculum is measured by student performance on a number of assessments, most particularly on the CST and internal summative exams as mentioned above. We believe that strong assessments, aligned with CA standards should drive the development of highly effective unit plans, daily lesson plans and all assignments and academic activities.

This process is based upon the success of some of the highest performing charter schools

in underserved areas, including North Star (Newark, NJ), Amistad Academy (New Haven, CT), and most specifically to our curriculum design process, Roxbury Prep (Boston, MA).

**Success with a Similar Population**

The student population at Roxbury Prep is 78% African-American, 22% Latino, and 26% Linguistic Minority; 62% of the demographic is eligible for the Free or Reduced Price Lunch Program, and 75% of the student body lives in the adjacent low income neighborhoods. Roxbury Prep was highlighted in *Successful Charter Schools*, a report issued by the U.S. Department of Education: “In some schools, the mission is to prepare low-income, urban students for higher education, students, for example, who enroll with below-grade-level skills and aspire to be the first members of their families to attend college. Such a mission led Roxbury Prep to structure the school day so that every student takes two periods of reading and two periods of math.” Since 2004 Roxbury Prep has ranked as the highest-performing urban public middle school in Massachusetts on the state test (MCAS).

In 2006, 90% of students at Roxbury Prep scored advanced or proficient on the eighth grade math test, 50% higher than the state average, and 67% higher than any other public school. Further, 91% of eighth graders scored advanced or proficient in ELA, 16% higher than the state average, and 37% higher than Boston Public Schools. In eighth grade science, students scored 16% higher than the state average and 40% higher than Boston Public Schools. These outstanding results are consistent among all grade levels and subject matters. The results described have been achieved with this population and success is evenly distributed, meaning that Latino students and English Language Learners have achieved comparable gains to the population as a whole.

We are confident that this combination of internally developed curricula along with excellent teachers is what gives our students the foundational skills and knowledge necessary to become advanced readers, writers and mathematicians, and it also ensures that they have the foundation in social studies and science necessary for more advanced study at the college level.

**PART H: The textbooks or other instructional resources to be used.**

At VACHS we use textbooks and instructional resources that are CDE approved and/or align directly to the California State Standards. Alongside the texts, teachers devise their own units and curricula that allow for objective based learning that can be closely monitored and used for teacher professional development and student academic growth. Listed below are examples of texts that are used at each grade level and subject.

**ENGLISH LANGUAGE ARTS**

For English Language Arts and high school Literature, the curriculum is based on a scope and sequence of novels listed below alongside the Independent Reading Goal:

---

## INDEPENDENT READING

<table>
<thead>
<tr>
<th>Required Reading</th>
<th>Book Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th grade</strong></td>
<td></td>
</tr>
<tr>
<td>Choice Book 1 due July 17</td>
<td>All choice books for 9th graders must be 9 or more points.</td>
</tr>
<tr>
<td>1st Required due Aug. 17</td>
<td>Jesse; Petty Crimes; Before We Were Free; Red Glass; Finding Miracles</td>
</tr>
<tr>
<td>Choice Book 2 due Sep. 21</td>
<td>(due October 26); (due November 16)</td>
</tr>
<tr>
<td>2nd Required due Oct. 5</td>
<td>Wooden, Be Quick but Don’t Hurry</td>
</tr>
<tr>
<td>Choice Books 3 and 4</td>
<td>The Great Santini; My Losing Season</td>
</tr>
<tr>
<td>3rd required due Nov. 30</td>
<td>(due December 14)</td>
</tr>
<tr>
<td>Choice Book 5</td>
<td>Oliver Twist; David Copperfield</td>
</tr>
<tr>
<td>4th required due January 6</td>
<td>(due mid-January)</td>
</tr>
<tr>
<td>Choice Book 5</td>
<td>Ender’s Game; Speaker for the Dead; Xenocide</td>
</tr>
<tr>
<td>6th required due Feb. 1</td>
<td>Old Man &amp; the Sea; Farewell to Arms; The Sun Also Rises; Cannery Row; The Red Pony</td>
</tr>
<tr>
<td>7th required due March 1</td>
<td>(due mid-May)</td>
</tr>
<tr>
<td>Choice Book 6 (due mid-May)</td>
<td></td>
</tr>
<tr>
<td><strong>10th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Choice Book 1 Due July 17</td>
<td>All choice books for 10th graders must be 10 or more points.</td>
</tr>
<tr>
<td>1st Required due Aug. 17</td>
<td>Lords of Discipline; The Prince of Tides</td>
</tr>
<tr>
<td>Choice Book 2 due Sep. 21</td>
<td>Life Strategies for Teens; Life Strategies for Dealing With</td>
</tr>
<tr>
<td>2nd required due Oct. 5</td>
<td></td>
</tr>
<tr>
<td>Character Ed.</td>
<td>Bullies; Life Strategies</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Choice Books 3 due and 4</td>
<td>(due October 26); (due November 16)</td>
</tr>
<tr>
<td>3rd required due Nov. 30</td>
<td>Gulliver’s Travels; Little Women; Robinson Crusoe</td>
</tr>
<tr>
<td>Classic Literature</td>
<td></td>
</tr>
<tr>
<td>Choice Book 4</td>
<td>(due December 14)</td>
</tr>
<tr>
<td>4th required due January 6</td>
<td>How the Garcia Girls Lost Their Accent; Sula; Beloved; The Color Purple; Bless Me Ultima; A Separate Peace</td>
</tr>
<tr>
<td>Contemp. Fiction</td>
<td></td>
</tr>
<tr>
<td>Choice Book 5 due mid-Jan</td>
<td></td>
</tr>
<tr>
<td>5th required (due Feb. 1)</td>
<td>Brave New World; Something Wicked this Way Comes; Fahrenheit 451; Slaughterhouse 5</td>
</tr>
<tr>
<td>Science Fiction</td>
<td></td>
</tr>
<tr>
<td>6th required (due March 1)</td>
<td>All Quiet on the Western Front; One of Ours; The Guns of August</td>
</tr>
<tr>
<td>WWI Fiction</td>
<td></td>
</tr>
<tr>
<td>Remaining Choice Books</td>
<td>(due mid-May)</td>
</tr>
</tbody>
</table>

**11th Grade**

<table>
<thead>
<tr>
<th>Choice Book 1 due July 17</th>
<th>11th grade choice books must be 11 or more points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st required (Due Aug. 17)</td>
<td>Roots; Black Boy; Native Son; Uncle Tom’s Cabin</td>
</tr>
<tr>
<td>Choice Book 2 due Sep. 21</td>
<td></td>
</tr>
<tr>
<td>2nd Required due Oct. 5</td>
<td>Warriors Don’t Cry (Little Rock memoir); Kids are Americans Too</td>
</tr>
<tr>
<td>Choice Books 3 and 4</td>
<td>(due October 26); (due November 16)</td>
</tr>
<tr>
<td>3rd required due Nov. 30</td>
<td>Last of the Mohicans; The Deerslayer; Comanche Moon; Life on the Mississippi; Jane Eyre</td>
</tr>
<tr>
<td>Classic</td>
<td></td>
</tr>
<tr>
<td>Choice Book 5</td>
<td>(due December 14)</td>
</tr>
<tr>
<td>4th required due January 6</td>
<td>Gone With the Wind; Lonesome Dove</td>
</tr>
<tr>
<td>Choice Book 5</td>
<td>(due mid-January)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Required Books and Authors</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>5th</td>
<td><em>Childhood’s End</em>, <em>Rendezvous with Rama</em>, <em>The Martian Chronicles</em>, <em>The Illustrated Man</em></td>
</tr>
<tr>
<td>6th</td>
<td><em>The Absolutely True Diary of a Part Time Indian</em>, <em>Breaking Through</em>, <em>Romiette and Julio</em></td>
</tr>
<tr>
<td>Choice Book 6</td>
<td></td>
</tr>
</tbody>
</table>

**12th Grade**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Required Books and Authors</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td><em>The Stand</em>, <em>The Talisman</em>, <em>Insomnia</em>, <em>Native Son</em></td>
<td>Aug. 17</td>
</tr>
<tr>
<td>Choice Book 2</td>
<td></td>
<td>Sep. 21, 75 points (90)</td>
</tr>
<tr>
<td>2nd</td>
<td><em>Weetzie Bat</em>, <em>Cherokee Bat and the Goat Guys</em>, <em>Missing Angel Juan</em></td>
<td>Oct. 5</td>
</tr>
<tr>
<td>Choice Books 3</td>
<td></td>
<td>Oct. 26, 130 (115) points</td>
</tr>
<tr>
<td>3rd</td>
<td><em>Animal Farm</em>, <em>Cat’s Cradle</em>, <em>Sirens of Titan</em></td>
<td>Nov. 30</td>
</tr>
<tr>
<td>Choice Book 5</td>
<td></td>
<td>Dec. 14, 200 p (220)</td>
</tr>
<tr>
<td>Choice Book 5</td>
<td></td>
<td>mid-January, 275 p (275)</td>
</tr>
<tr>
<td>5th</td>
<td><em>10 Stupid Things Men/Women do to Mess Up their Lives</em>, <em>Stop Whining, Start Living</em>, <em>Bad Childhood, Good Life</em></td>
<td>Feb. 1</td>
</tr>
<tr>
<td>6th</td>
<td><em>The Kite Runner</em>, <em>A Thousand Splendid Suns</em></td>
<td>March 1</td>
</tr>
<tr>
<td>Choice Book 6</td>
<td></td>
<td>mid-May, 400 points (400)</td>
</tr>
</tbody>
</table>
## WHOLE GROUP NOVEL INSTRUCTION SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Grade Level/Theme</th>
<th>In Class Novel</th>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 Genre</strong></td>
<td>- To Kill a Mockingbird-&lt;br&gt;- Fellowship of the Ring&lt;br&gt;- The Glass Menagerie&lt;br&gt;- Great Expectations&lt;br&gt;- The Odyssey&lt;br&gt;- Romeo and Juliet</td>
<td>Summer&lt;br&gt;- Taking Sides&lt;br&gt;- Before We Were Free&lt;br&gt;Fall&lt;br&gt;- Wooden: Lifetime&lt;br&gt;- The Great Santini</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter&lt;br&gt;- Bless Me, Ultima&lt;br&gt;Spring&lt;br&gt;- Ender’s Game&lt;br&gt;- Old Man and the Sea</td>
</tr>
<tr>
<td><strong>10 British/World</strong></td>
<td>- Canterbury Tales&lt;br&gt;- Walden&lt;br&gt;- Frankenstein&lt;br&gt;- 1984&lt;br&gt;- Importance of Being Earnest&lt;br&gt;- Julius Caesar</td>
<td>Summer&lt;br&gt;- Life Strategies for Teens&lt;br&gt;- The Lords of Discipline&lt;br&gt;Fall&lt;br&gt;- Gulliver’s Travels&lt;br&gt;- Night</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter&lt;br&gt;- Oliver Twist&lt;br&gt;Spring&lt;br&gt;- Brave New World&lt;br&gt;- All Quiet on Western Front</td>
</tr>
<tr>
<td><strong>11 US Lit/Hist</strong></td>
<td>- Huckleberry Finn&lt;br&gt;- Great Gatsby&lt;br&gt;- The Grapes of Wrath&lt;br&gt;- Autobiography of Malcolm X&lt;br&gt;- The Crucible&lt;br&gt;- A Streetcar Named Desire</td>
<td>Summer&lt;br&gt;- The Circuit&lt;br&gt;- Roots&lt;br&gt;Fall&lt;br&gt;- Last of the Mohicans&lt;br&gt;- How the Garcia Girls Lost Their Accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter&lt;br&gt;- Gone With the Wind&lt;br&gt;Spring&lt;br&gt;- Warriors Don’t Cry (Little Rock Central High memoir)&lt;br&gt;- Childhood’s End</td>
</tr>
<tr>
<td>High School</td>
<td>Math, History, Language</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Title: Algebra I</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>Title: Classics Algebra II with Trigonometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title: Algebra II and Trigonometry by Dolciani</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher: Houghton Mifflin Harcourt (HMH) (1992)</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Title: Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher: Glencoe/McGraw-Hill (2003); ISBN 0078457734</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>Title: The Americans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher: McDougal-Littell © 2007</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>Title: Modern World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher: McDougal-Littell © 2007</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Title: Realidades 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher: Prentice Hall © 2006</td>
<td></td>
</tr>
</tbody>
</table>
**PART I: How the school will recruit teachers who are qualified to deliver the proposed instructional program.**

**Teacher Recruitment**

We take a local and national approach towards recruiting our teaching staff. A major resource for recruitment is the Teach for America Los Angeles office, which is a funnel for our mission aligned, like minded teachers who can deliver our rigorous instructional program. Valor Academy have contracted with TFA for placement of teachers and they fully support the mission of the organization. The school’s Founding Principal has strong access to the TFA network, as he is a graduate himself and he works closely with the organization to effectively support the teaching needs of VACHS along with other Principal teachers.

We recruit at all of the major colleges and universities in the area such as: UCLA, Loyola Marymount, USC, Pepperdine and the Cal State Universities. In addition, we rely on word of mouth, advertise in the local papers, and participate in annual charter schools job fairs, visit private schools, and post on websites such as Edjoin. Additionally, we subscribe to headhunting services that recruit for charter schools such as Teach California Charter. Nationally, we contact the alumni networks of colleges and universities and organizations such as New Leaders for New Schools and the National Board for Professional Teaching Standards.

VACHS will comply with the provisions of the No Child Left Behind (NCLB) act as they apply to certificated personnel. All teachers will be highly-qualified as defined by No Child Left Behind:

- Have at least a bachelor’s degree from an accredited institution of higher education;
- Hold full state certification; and
- Demonstrate subject-matter competence for each NCLB core academic subject they teach.

VACHS furthermore assures that all paraprofessionals are also NCLB compliant in accordance with Title I funding parameters. All paraprofessionals have:

1. Completed two years of study at an institution of higher education; 2. Obtained an associate’s (or higher) degree; or
2. Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).

The above requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes. All paraprofessionals however, in accordance with Title I funds respectively, have a secondary school diploma or equivalent.
PART J: How the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program.

Meeting Teachers’ Needs and Driving Instruction

As teachers are at different years in their careers, each one of their needs and motivations for improvement is different. Therefore, a survey is conducted at the end and the beginning of each school year to ensure that all the teachers’ professional growth needs are addressed, budgeted and met to the best of our resources.

We have two new positions to help in this endeavor: Head of Schools and Principal. Both experienced educators will perform routine observations, provide feedback and prepare professional development (PD) seminars for the professional learning communities (PLCs) as needed.

Brand new teachers have two weeks of orientation to devise the scope and sequence of their respective curricula, and to learn the philosophy and structures of the school culture, and all school policies and procedures. Returning teachers have at least one week before school begins. There is one day a quarter that is a pupil-free day where the teachers and administrators gather and assess student data on achievement, discipline and exam scores. With this information, teachers amend their instruction accordingly; student intervention placements are made, along with more follow-up meetings with families.

After a week of teacher PD, student orientation follows, allowing for the development of strong teacher-student relationships. This juxtaposition promotes the idea of school-wide, community-based building, rather than classroom-bounded teachers and students. The staff and students embark on a week long life experience lesson to Big Bear Camp or San Diego Camp Surf where both adults and adolescents learn and do fun things together.

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

PART K: The school’s academic calendar and sample daily schedule, which explain the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.

Calendar and Schedule

At VACHS we realize that the time students spend in school is directly linked to the success they will have in demanding colleges and work forces. We employ an extended school day, an extended school week (for students that need the extra time on Saturday), and an extended school year with a “more time on task” mentality, designed to provide academic rigor for all
VACHS students. Included in the school design are a number of supports to ensure that students meet our uniquely demanding academic and cultural goals as we do not socially promote.25

Assurance

VACHS provide all students within grades 9-12 at minimum of 64,800 minutes as set forth in the Education Code § 47612.5105:

a) Notwithstanding any other provision of law and as a condition of apportionment, a charter school shall do all of the following:

   (1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

        (A) To pupils in kindergarten, 36,000 minutes.
        (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
        (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
        (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

   (2) Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.

VACHS intends to far exceed this baseline number of minutes through our extended day and longer school year.

25 See University Prep (UP) Program Goals and College Practice Program Goals: Element 1, Section 5, Part A.
# Valor Academy Charter High School (VACHS): 2013-14 Operational Calendar

## Notes:
- **Life Experience Lessons**
- **Summer Orientation**
- **End of the Year 2011 LELs**
- **First Day of School**
- **Last Day of School (178 days)**
- **Holidays**
- **Labor Day**
- **Columbus Day**
- **Veterans Day**
- **Thanksgiving Break**
- **Winter Break**
- **New Years Day**
- **Martin Luther King Jr. Holiday**
- **Presidents’ Day Extended**
- **Spring Break**
- **Memorial Day**
- **Pupil Free Days (School not in Session)**
- **Teacher Professional Development Day’s**
- **Special Events:**
- **Back to School Night**
- **Fall Festival**
- **Winter Holiday Show**
- **Fall Semester Portfolio Presentation**
- **Open House**
- **Spring Sing**
- **Spring Semester Portfolio**
- **Evening of Excellence**
- **Field Day**
- **Middle School Promotion**
- **Professional Development**
- **Summer PD**
- **Teacher Mid-year PD**

## School Calendar

### Aug-13

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sep-13

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Oct-13

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Nov-13

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

### Dec-13

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Jan-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Feb-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mar-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

### Apr-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### May-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Jun-14

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

Note: Aug-13 Dec-13 May-14 Jun-14
## HIGH SCHOOL – MASTER MATRIX OF CLASSES AND TEACHERS

<table>
<thead>
<tr>
<th>Period 0</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
<th>Period 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLAC/0</td>
<td>WLAC/0</td>
<td>WLAC/0</td>
<td>WLAC/0</td>
<td>Political Science</td>
<td>Math 127+6/33</td>
<td>Math 127+1/3</td>
<td>Credit Recovery/5</td>
<td>Credit Recovery/13</td>
<td></td>
</tr>
<tr>
<td>Advisory 10M+4/32</td>
<td>Spanish 2/5</td>
<td>Math 24/13</td>
<td>Literature 12 A/11</td>
<td>Literature 11 A/10</td>
<td>ELA A/10</td>
<td>ASB/16</td>
<td>Advisory 12/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory 12-1/16</td>
<td>ELA A/0</td>
<td>ELA A/23</td>
<td>Literature 12 A/31</td>
<td>Literature 11 A/20</td>
<td>ELA A/10</td>
<td>Year Book/20</td>
<td>CIF Sports/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory 3M/12</td>
<td>Instrument 1 A/19</td>
<td>Instrument 1 A/23</td>
<td>Instrument 1 A/24</td>
<td>Instrument 1 A/20</td>
<td>Instrument 2 A/9</td>
<td>CIF Sports/0</td>
<td>Advisory 10F+1/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory 9F/12</td>
<td>Literature 9 A/23</td>
<td>Literature 10 A/24</td>
<td>Literature 9 A/23</td>
<td>Literature 9 A/20</td>
<td>Literature 10 A/26</td>
<td>Literature 12 A/20</td>
<td>Advisory 10F+1/0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rationales

The High School instructional minutes reflect a typical period of 56 minutes, but this is so we can accommodate students that attend Community College to earn college-level credits. There is also an Advisory Period that takes place daily between 3rd and 4th periods (the hour before lunch.) During this time, students have the opportunity to get extra help or receive tutoring from their teachers or to study or work in our computer labs. Our students fully involved in the College Practice Program spend a substantial amount of their school week on the community college campus with our CSC staff as described below in the College Practice Program section.

Section 6: Describe how the instructional program will meet the needs of:

PART A: English Language Learners (including reclassification)

English Language Learners are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. Teachers provide sheltered instruction using SDAIE techniques when students have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

In accordance with SB 638, VACHS uses the California English Language Development Test (CELDT) to identify new enrollees with a home language other than English, to monitor their progress in learning English, and to help reclassify them in regards to proficiency in English. New enrollees are tested within 30 calendar days of enrollment. The following are procedures used to reclassify a student:

1. Score of Proficient or Advanced on the CST STAR ELA Exam.
2. Score of Early Advanced or Advanced on the CELDT Exam.
3. Passing score of 3 or 4 on at least two official Schoolwide Writing Assessments.

PART B: Socioeconomically disadvantaged students

VACHS, through its mission and vision seeks to empower socio-economically disadvantaged students and allow each and every student to succeed in demanding colleges and work forces. VACHS provides enrichment evenings, weekend and multiple Life Experience Lessons (LELs) throughout the school year in order to provide socio-economically disadvantaged students with firsthand experience outside of the classroom in order to strengthen their “cultural currency” that enhances their understanding of their grade level curriculum inside the classroom. VACHS employs a longer school day and year, as well as a heavy focus on core subjects in the early grades to bolster all students’ skills and content knowledge. Additionally, multiple supports, afterschool intervention, and End-of-Year Remediation are provided for all students.
PART C: Gifted students

VACHS truly believes that all students are gifted and capable of academic excellence. By design, VACHS’ students commit to being at school for over nine hours a day and to stay even later when they need to catch up on subjects where they fall behind.

Thus, any student who chooses to enroll at VACHS who comes out of a GATE program finds that the academic standards and expectations that they have grown accustomed to in their individual classrooms are now prevalent school-wide. Students working at different paces sometimes are paired so that students excelling in a particular subject can help students struggling with that same subject. Research shows that people deepen understanding through the process of teaching others, and students may develop greater curiosity as they consolidate their own learning. Furthermore, as other students benefit from the help, paired learning helps keep up the pace.

PART D: Students achieving below grade level

Low-achieving students are referred for an SST (Student Success Team) if they meet the following criteria:

1. Performing more than one level below his/her actual grade level.
2. Not on track to make at least one grade level of growth in reading, writing, and math.
3. Earning below 70% in one or more core subjects and therefore in danger of failing the grade and not on track to make at least one grade level of growth in reading, writing, and math.

VACHS’ main goal is to ensure that all students are prepared for success in demanding colleges and work forces. Hence, our goals for academically low achieving students are the same as our goals for the entire student body. Our program and supports ensure that all students identified as low achieving have equal access to a rigorous, college-preparatory education. Based on the academic data of the elementary and middle schools in the area, VACHS expects that a great number of its students not transitioning from Valor Middle School may be classified as “low achieving.” As such, VACHS’ entire curriculum, program, and supports have been adapted to improve performance for traditionally low achieving students.

- We assess all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects.
- We offer a number of supports to accelerate learning such as tutoring and homework help afterschool, or Partnerships.
- Our character building Advisory Program and our Expected Schoolwide Learning Results build habits for success.
- Low achieving students are also provided remediation during afterschool (Partnerships), vacation (aka Vacation Partnerships), Saturdays (Saturday Partnerships) and the last four weeks of school where they participate in an intensive remediation program and retake certain assessments in each course they have failed.
- If a student is struggling and is at the high school level, VACHS also enrolls said student in remediation courses taught at the community college.
SPECIAL EDUCATION PROGRAM

1. SPECIAL EDUCATION PROGRAM (LAUSD-SPECIFIC LANGUAGE)

All charter schools must 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. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

2. CHARTER SCHOOL SPECIAL EDUCATION RESPONSIBILITIES

a. General Requirements

Valor Academy Charter High School (VACHS) will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). VACHS will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status. VACHS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

VACHS will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

VACHS will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. VACHS will maintain copies of assessments and IEP materials for District review. VACHS will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

VACHS shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

VACHS will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring,
procedural safeguards, and the local plan). The VACHS will participate in internal validation review (“DVR”).

VACHS is responsible for the management of its personnel, programs and services. VACHS will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

VACHS will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to VACHS from District schools or District affiliated charter schools, VACHS will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to VACHS from other school districts, VACHS shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, VACHS may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, VACHS will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If VACHS determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If VACHS concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. VACHS shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. VACHS will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements
In the event that VACHS is unable to provide an appropriate placement or services for a student with special needs, VACHS will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes VACHS personnel places a student in a special education program provided by another entity, the VACHS will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

VACHS will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. VACHS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.
3. PROCEDURAL SAFEGUARDS/DUE PROCESS HEARINGS

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

4. COMPLAINTS

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

5. SELPA Reorganization

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 requiring 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.

6. DISTRICT RESPONSIBILITIES RELATION TO CHARTER SCHOOL SPECIAL EDUCATION PROGRAM

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.
To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

*Modified Consent Decree Requirements*

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board 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 eighteen statically 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 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.

**English Learner Instruction**

VACHS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (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), VACHS shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or
implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

VACHS shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

VACHS shall administer the CELDT annually. [Charter School] shall 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.

Section 7: Describe the implementation plan for the school’s instructional program, including a timeline for implementation of various components of the plan.

PHILOSOPHY & RATIONALE
The Individuals with Disabilities Education Act (IDEA) was revised and signed into law in 2004 and became effective in July, 2005. The 2004 reauthorization no longer requires the use of the “Discrepancy” model to identify students for Special Education. In the “Discrepancy” model, students are qualified for Special Education services by showing a severe discrepancy between achievement and intellectual ability. IDEA 2004 specifically states that a local educational agency may use a process such as Response to Intervention to determine if a student responds to scientific, research-based interventions as part of the evaluation procedures. Early intervention services are prominently mentioned in IDEA 2004 for the first time. These are services directed at interventions for students prior to referral in an attempt to avoid inappropriate classification of students with diverse ethnicity and social economic status. IDEA 2004 now authorizes the use of up to 15% of IDEA allocated funds for Early Intervention.

RESPONSE TO INTERVENTION (RtI) MODEL
At Valor Academy, Response to Intervention is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are identified by procedures established by each school site. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. Teacher Assistant). Progress is monitored to assess the students’ progress.

COMPONENTS OF RESPONSE TO INTERVENTION (RtI) MODEL
There are four major components to the RtI model used by Valor Academy. They are:
1. **High Quality, Researched Based Classroom Instruction:** At Valor Academy, classroom teachers are expected to differentiate instruction to students through researched based strategies and techniques. The Director of Instruction works closely with each site to assist in the implementation of current instructional practices.

   Classroom teachers are required to attend a two to three week-long professional development week prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. Valor Academy also requires the teachers to attend professional development sessions once a week and on six professional development days throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year.

   The administrative staff is also required to attend monthly instructional meetings led by the Head of Schools. The site is formally visited by the Head of Schools each month. During those visits, the site administrator and the Head of Schools visit each classroom to review instruction. Accomplishments are acknowledged and, if needed, an action plan is developed to enhance instruction. The action plan is monitored by both the site administrator and the Head of Schools.

2. **Ongoing Student Assessment:** At Valor Academy, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include NWEA, Study Island, teacher created tests, assignments, and quizzes. The information can be quickly assessed by the teachers and staff by using DataDirector, an online data and assessment management system. School personnel uses DataDirector to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Success Teams to review the data and make educational decisions.

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

4. **Parent Involvement:** Valor Academy strongly believe that instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their students. Parents are also asked to volunteer at their child’s school forty hours a year coordinating and participating in a
variety of school activities. In order to assist parents in having a role in their child’s education, Valor Academy has a full time Family Services Coordinator.

DIVERSITY AND DISPROPORTIONALITY IN SPECIAL EDUCATION
The basic premise of disproportionate representation is that, if all things are similar, students from different diverse groups should be identified for Special Education services in similar proportion to the majority group. However, this is not the case. Diverse students have unique needs, such as English Language Development. At times, these unique needs have been interpreted by educators as learning disabilities. This can lead to a group of students showing up as over-represented in Special Education.

RESPONSE TO INTERVENTION AS A RESPONSE TO DISPROPORTIONALITY
A key goal to the Valor RtI model is to improve the outcomes for all students. Through the RtI model instruction and intervention are aligned with students’ needs. High quality instruction is delivered with good fidelity. The RtI model allows Valor Academy to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.

VALOR ACADEMY’ RESPONSE TO INTERVENTION MODEL:
Valor Academy uses a three tier intervention model as its Response to Intervention. The three tiers are as follows:

1. **Tier One: Core Instruction:** Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. Research shows that there are five key components that are critical to effective and powerful instruction. They are:
   
   A. Essential skills and strategies are taught regularly and in a timely manner.
   B. Differentiated instruction based on assessment results is provided.
   C. Explicit and systematic instruction includes lots of practice, with and without teacher support and feedback.
   D. Opportunities are given to apply skills and strategies throughout the instructional day.
   E. Student progress is monitored regularly with re-teaching given as needed.

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

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

3. **Tier Three: Intensive Interventions:** Students enter the learning environment with different skill sets. An individual student’s Response to Intervention is unique and dependent on many factors. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available.

**MAKING COLLEGE A REALITY NOW**
As VACHS hopes to expand our instructional program to include college course units for students after their 9th grade year. By the time our students finish our program, students will earn some college credit by being concurrently enrolled in both our high school and a community college (either Valley College or Mission College). Valor Academy offers all high school students with the unique opportunity to attend Community College while attending Valor Academy Charter High School and earn credits that count toward high school graduation that will transfer to most colleges and universities, including the University of California and California State systems.

Less than 25% of all Americans choose to travel the road to college. From the neighborhoods where Valor Academy currently draws students, less than 10% are accepted to 4-year universities and less than 5% of students actually complete (by graduating) their roads to college.

As students complete the College Practice Program, they will have completed enough credits to enter a college or university as juniors. With only two years worth of units left to complete, students can choose between slowing the pace of their studies to ensure their personal success, or move ahead with a full course plan and finish college in half the time, at half the price. The value of being able to complete college in less time and at a lower cost makes a difference in the lives of both the students and their families who struggle to help with the cost of college.

**COLLEGE PRACTICE PROGRAM**
We support our students’ efforts through a team of College Success Coordinators (CSCs or college teacher assistants) who support students with their college efforts. We started this program for several reasons:

- Our small school size and limited staff resources don’t allow us to offer as many upper-level courses or electives (including AP classes) as we’d have liked to for our first graduating class. The community college offerings enable VACHS to offer our students a range of electives and higher-level courses not normally offered in a small school environment. As VACHS’ enrollment continues to grow, this will allow us to hire and develop more staff who will add to the breadth and depth of the teaching faculty and provide more A-G courses on the main campus.
• The typical path for many students from our neighborhood who finish high school and go on to college starts in community college. Only about ten percent of students who start on such a path ultimately transfer to and graduate from a four-year university. We are hopeful that by having our students practice what it’s like to be a college student through these community college courses, they will be truly ready for success at four-year universities.

• Attending community college classes while in high school costs our students nothing and they will enter college with a full year of units already completed. We believe that the savings of not having to pay for those units are especially appreciated by the low-income families that we serve.

As students who have already completed the majority of their A-G courses enter their 11th and/or 12th grade years in the College Practice program, they spend a substantial amount of their school week (up to 80%) on the community college campus. They are supervised by our staff of College Success Coordinators (CSCs.) These CSCs spend time auditing the classes our students are taking and giving them “prediction grades” so that we can track their progress during the semester - rather than just waiting until semester’s end to find out how they are doing in their classes. Additionally, the CSCs help connect students to various resources on campus such as tutoring, professor office hours, and more. The CSCs supervise students at all times when they are not in classes from locations including the library, study rooms, or the gym.

Courses taken by our students at the community college level include courses like *College Reading & Composition I* (English 101), *Composition and Critical Thinking* (English 103), *Trigonometry with Vectors* (Math 241), *College Algebra* (Math 245), *Political & Social History of the United States* (History 11), *Political Science*, *Anthropology 1*, *Astronomy 1*, *Introduction to the Theater* (Theater 100), and *History of Motion Pictures* (Cinema 4.) All of these courses meet the Intersegmental General Education Transfer Curriculum (IGETC) transfer requirements to CSU and UC schools.

**OUT-OF-SCHOOL EDUCATIONAL OPPORTUNITIES**

Valor Academy believes that all students are kinesthetic learners. We agree with the following adage: “I hear and I forget. I see and I remember. I do and I understand.”

We believe that our students must be given the opportunity to enhance their education with real-life experiences. These experiential learning trips are called Life Experience Lessons or LELs. LELs include physical challenges in other cities (biking from downtown Washington D.C. to Mt. Vernon along the Potomac River, walking from Central Park to the Brooklyn Bridge or hiking to the Havasupai Indian Reservation in Arizona). They also include visits to multiple universities as well as to national and historical sites. We want our students to come out of their “comfort zones” and become explorers of knowledge and new experiences. In the past they have included the following:

• A camping trip at the beginning of the year to Big Bear, Catalina, Arizona or Utah, focusing on team-building and creating bonds.
• A mid-year trip to the local mountains for experiencing the snow, skiing and snowboarding, designed to create new experiences and gain confidence.
• End-of-the-year journeys to places such as King’s Canyon, Washington D.C., Northern California or the Southern states, bringing science and history lessons to life while touring colleges and allowing students to envision the possibilities for their futures.

VACHS believes the education of students comes from many varied sources, many of which are outside the school facility. At least once each quarter (preferably during orientation week and at year’s-end) students should either be given or be able to earn a meaningful off-campus experience where they will have the opportunity to:

(1) Experience something out of their daily, city-life routine that will involve both mental and physical challenges;
(2) Build bonds with fellow classmates and teachers;
(3) Share stories, songs, cheers, skits, and (preferably) campfires of some sort.

The most ancient human tradition is sharing these things at night around a fire. Based on past experiences, we have found that organizing the trips ourselves can cost about one half the price of having them organized by outside agencies. Self-organization also allows us much more time for the bonding experiences that we strive to offer our students.

All of Valor Academy’ co-curricular programs enrich and enhance students’ classroom experiences while encouraging personal creativity and understanding as well as confidence to actively participate in society. Through these experiences, our students learn to strive for happiness and meaning in a diverse and broad world-view.

Section 8: If the proposed school will serve high school students, describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.)

Valor Academy Charter High School understands that parent involvement and engagement in our students’ education is the other half of the puzzle to produce truly successful individuals. We have therefore implemented a two-prong approach to educating our students and parents about the processes of college admissions. The College Counselor works with the students and meets with families individually, while our Family Services Coordinator implements group parent

---

26 See Student and Family Handbook in Appendix (Tab 6, Section F) for a detailed spreadsheet of the trips taken at each grade level each year.
workshops to educate parents by grade-level, whole school and by subject of the college application process.

**Courses Approved**

VACHS intends on applying for and receiving an accreditation by the Western Association of Schools and Colleges (WASC) validating our program, granting our curricula an official stamp of approval for UC and CSU recognition and our students access to all institutions of higher learning.

The College Counselor supports all high school teachers to prepare their curriculum for the University of California or the California State University course approval process. Teachers receive course description instructions and a course description template on their particular subject in order to complete the syllabi appropriately before submitting to the University of California's Doorways web site.

The College Counselor submits the syllabi online and keeps track of email notifications to ensure all courses are approved. Students in the College Practice Program and those who take classes at The College Practice Program (CPP) Community College automatically have A-G course approval as the courses are college-level. The same CPP courses also dually fulfill Intersegmental General Education Transfer Curriculum (IGETC) units and are therefore transferrable to any 4-year institution.

**Student Targets**

The College Counselor meets with small student groups and individual families to inform them of the following:

- What A-G courses look like.
- The minimum requirements to meet A-G status.
- VACHS graduation requirements.
- University prerequisites.
- Financial Aid and Scholarships.
- Undocumented AB 540 Status.
- Exams such as CAHSEE, SAT, PSAT, ACT.
- Application deadlines.

After the initial general meeting that usually takes place during the summer before a student’s junior year, one-on-one appointments are also set to make individual course maps. During these individual meetings, the counselor discusses with the student his/her scope and sequence of all requirements and grade equivalents needed to ensure graduation and college acceptances. If a student is not on-target with his/her graduation road map, the counselor also helps amend his/her scope and sequence to earn necessary credit redemptions and all other prerequisites.

Additionally students may attend a senior prep class in order to receive assistance with:

1. Personal statements.
2. CSU, UC, Private, Out of State applications.
3. Free Application for Federal Student Aid (FAFSA).
   Academic Advising/career advising.

The parent college workshop series consists of four monthly workshops from September-January, excluding December. The workshops are facilitated by the Family Services Coordinator, College Counselor, and Parent Liaison(s) and cover the following topics:

1. **The Four Higher Education Systems**
   a. Understanding the differences between community colleges, Cal State Universities, UC’s (University of California Institution), and private schools.

2. **Admission Requirements**
   a. A-G Requirements.
   b. Tests. (SAT, ACT, etc.)
   c. Personal Statement.
   d. Deadlines.

3. **Application Process**
   a. Working workshop to help parent familiarize themselves with applications and the information required.
   b. This workshop will take place before the November 30th application deadline.

4. **Financial Aid**
   a. Different forms of aid – scholarships, grants, loans.
   b. FAFSA.

The workshops were created to increase parents’ college knowledge and provide them with resources that will aide them in supporting their students’ path to college. This is supplemental to the individual support students receive from the College Counselor on campus.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“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)

No man should bring children into the world who is unwilling to persevere to the end in their nature and education. Plato
Section 1: List the anticipated skills and knowledge outcomes for students:

Along with proficient and/or mastery of grade-level standards for all core subjects, VACHS’ curriculum also includes the whole child. Our advisory and learning goals outside-of-the-classroom include the following.

Expected School-Wide Learning Results

1. A Conscientious Learner who:
   a. Develops and monitors personal, educational and career goals.
   b. Continually assesses, evaluates, and reflects upon schoolwork.
   c. Demonstrates curiosity and the love of learning.
   d. Prepares for acceptance into a four-year college or university.
   e. Shows good character by doing the right thing when nobody is watching.

2. A Compassionate Citizen who:
   a. Demonstrates love of country and service to others.
   b. Shows concern for the environment and the planet.
   c. Treats peers as he/she would like to be treated.
   d. Works with others in a way that shows respect and mutual understanding when resolving conflicts.

3. A Creative Thinker who:
   a. Seeks to solve problems with new and better solutions.
   b. Uses existing information to make recommendations, predictions and decisions.
   c. Plans, initiates and completes projects.
   d. Develops his/her own, unique voice through written and spoken word.

4. A Positive Person who:
   a. Models honesty, integrity and loyalty.
   b. Demonstrates teamwork, respect and leadership.
   c. Appreciates ethnic and cultural diversity.
   d. Embraces challenges and thinks optimistically.

5. A Proactive Planner Who:
   a. Understands the value of foresight and time management.
   b. Gathers, synthesizes and evaluates information from a variety of sources in order to make informed decisions.
   c. Ensures that conflicts among peers are addressed in a timely and productive manner.

6. A Perseverant Student Who Works Diligently to:
   a. Understand the concepts in History/Social Studies, Foreign Languages, Mathematics, Science, English/Literature/Language Arts, Visual and Performing Arts and Physical Education.
   b. Overcome challenges and test his/her limits without making excuses for failure.
   c. Pursue his/her academic goals with tenacity until they are accomplished.

Please see also Element 1, Part D, Scope and Sequence of Skills and Content.
Section 2: Set specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following:

Selection of Instructional Materials

Valor Academy plans to use textbooks and materials that are aligned with the school’s mission and vision of helping students to meet or exceed the California content standards. Our texts will be selected from the list of district approved or recommended curricula. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. Valor Academy will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school wide plan. The materials and programs that Valor Academy purchases will be evaluated periodically and may be changed or augmented as deemed necessary, so long as the replacement materials or supplementary materials also contribute meaningfully to students' pursuit of meeting or exceeding the California content standards.  

Accountability

The school leader and the Board are ultimately accountable to the LAUSD for students’ success. Within a culture of mutual accountability, we have established a clear and specific set of measurable performance goals against which the school will measure the success of its academic program. All parties within the school are also accountable to one another. Everyone, from student, to parent, to teacher, to administrator holds some level of accountability in student performance. See the table below, which depicts accountability for student performance at Valor Academy.

Table 2.1 – Accountability and Action

<table>
<thead>
<tr>
<th>Individual</th>
<th>Accountability</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Held accountable through direct performance on standardized and teacher/publisher devised tests</td>
<td>Referral to Supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent-Teacher Conference</td>
</tr>
<tr>
<td>Parent</td>
<td>Held accountable through checking weekly Prep Reports, weekly syllabus, and report cards</td>
<td>Teacher Calls Home</td>
</tr>
<tr>
<td></td>
<td>Held accountable through attending Parent-Teacher Conferences</td>
<td>Called in for Conference</td>
</tr>
</tbody>
</table>

27 Please see Element 1, Section 4 for the full Valor Academy Instructional Plan.
Teacher

- Held accountable for administering all tests
- Held accountable for addressing weaknesses through Professional Development
- Held accountable through reporting to parent

Observation and feedback from administrators
School wide Professional Development

Administrator

- Held accountable for oversight of student and teacher performance
- Held accountable for reporting to district
- Held accountable for continuously offering professional development and feedback for improvement of systems

District Reporting
Continuously investing self in developing and recruiting best practices

---

All of our curriculum and resources will be selected to allow students to achieve at these high expectations. Our school wide performance goals are ambitious for all students including high and low achievers, special education students (unless otherwise stated in IEP), socio-economically disadvantaged students, and English Learners. Due to the college preparatory nature of the school, high goals are imperative. Performance goals address student academic achievement and organizational success, and all students will be supported based on their needs to reach these academic goals. Please see Table 2.2 below for Valor Outcomes and Measurement in each subject (CAHSEE is not referenced because Valor Academy is a middle school):

**PART A & B: API scores & AYP**

As Valor Academy grows, benchmark performance goals and exit outcomes will be adjusted over time as necessary. Valor Academy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind and will pursue its Academic Performance Index (API) growth targets as set by the California State Board of Education, both school-wide and within reportable subgroups.

It is important to differentiate between what is meant by the following terms:

- Base API

---

Please see Instructional Program section for possible curricular choices.
• Growth API
• API Growth Target

According to the California Department of Education (CDE), the Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school’s or local educational agency’s (LEA’s) performance level, based on the results of statewide testing. The Base API, released in March, includes statewide results of continuing state assessments and any new assessments added to the API at the beginning of a reporting cycle.

The Base API serves as the baseline for comparisons with the Growth API. The Growth API, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but is calculated from test results of the following year. The Growth API determines whether schools met their API growth targets. The CDE further explains the API Growth Target as five percent of the difference between the Base API and 800.

The minimum growth target is five points until the school or subgroup API approaches 800. A school or subgroup with a Base API of between 796 and 799 has the following targets:

• API of 796 – a gain of four points
• API of 797 – a gain of three points
• API of 798 – a gain of two points
• API of 799 – a gain of one point

Again, the State performance goal is an API score of 800. Schools at or above the 800 point mark must remain above that threshold.

<table>
<thead>
<tr>
<th>Table 2.2 – State Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Measure</strong></td>
</tr>
<tr>
<td>Academic Progress Indicator (API) Score</td>
</tr>
<tr>
<td>API State Ranking</td>
</tr>
<tr>
<td>Adequate Yearly Progress (AYP)</td>
</tr>
</tbody>
</table>
In addition to our student performance goals, we have set school wide performance goals to adhere to the state and federal measures as well as our own internal standards. Please see Table 2.5 below for our school performance goals:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate meaningful growth in overall academic achievement.</td>
<td>Measure: Meet annual AYP targets as set by the State and Federal Government</td>
</tr>
<tr>
<td>Demonstrate increasing mastery of state content standards.</td>
<td>Measure: Exceed an API score 700 within our first three years of operation and meet growth targets each year for each subgroup</td>
</tr>
<tr>
<td>The school will maintain high levels of student attendance.</td>
<td>Measure: Average Daily Attendance greater than 93% year one, 94% year two, and 95% years three and beyond.</td>
</tr>
<tr>
<td>Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school.</td>
<td>Measure: Average annual parent satisfaction with the academic program will exceed 85% as demonstrated through a survey implemented at the close of the school year.</td>
</tr>
<tr>
<td>Valor Academy will maintain organizational strength by demonstrating fiduciary responsibility.</td>
<td>Measure: Budgets for each school year will demonstrate effective allocation of financial resources in order to properly implement the mission of the school in all predetermined categories. Measure: Budgets will be reviewed monthly by the Finance Committee of the Board of Directors. Measure: External, annual reports will demonstrate that Valor Academy meets or exceeds professional accounting standards. Measure: The budget will include a retrospective budget and a prospective budget in order to demonstrate appropriate management and planning for the school’s financial future.</td>
</tr>
</tbody>
</table>


## PART C: CST scores

### Table 2.4 Student Performance Goals

<table>
<thead>
<tr>
<th>Subject</th>
<th>Measure</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be proficient readers of the English Language and will continuously demonstrate growth throughout their four years at Valor Academy.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>CST</td>
<td>70% of all Valor Academy students who have attended the school for two or more years will score basic or above on the reading and writing components of the California State Test in English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWEA</td>
<td>In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Valor Academy students on the NWEA Test (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLB</td>
<td>Each sub-group of students will make Adequate Yearly Progress in reading &amp; writing as defined by the No Child Left Behind legislation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher &amp; Teacher Created Tests</td>
<td>At least 70% of students who have attended the school for the full year will score 75% or higher on standards based tests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Students will be proficient in the skills and content knowledge of Mathematics and will demonstrate growth throughout their four years at Valor Academy.** |
| Math | CST | 70% of all Valor Academy students who have attended the school for two or more years will score basic or above on the California State Test in Mathematics. |
| NWEA | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Valor Academy students on the NWEA Test (or similar nationally norm-referenced test) will average a minimum of 5 percentiles of growth per year. |
| NCLB | Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation. |
| Publisher & Teacher Created Tests | At least 70% of students who have attended the school for the full year will score 75% or higher on standards based tests. |
### Students will be proficient in the skills and content knowledge of Science and will demonstrate growth throughout their four years at Valor Academy

<table>
<thead>
<tr>
<th>Subject</th>
<th>CST</th>
<th>Percentage of Valor Academy students who have been enrolled for two or more years will score in the Proficient or Advanced category on the Science CST in eighth grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>CST</td>
<td>70% of Valor Academy students who have been enrolled for two or more years will score in the Proficient or Advanced category on the Science CST in eighth grade.</td>
</tr>
<tr>
<td></td>
<td>Publisher &amp; Teacher Created Tests</td>
<td>At least 70% of students who have attended the school for the full year will score 75% or higher on standards based tests.</td>
</tr>
</tbody>
</table>

### Students will be proficient in the skills and content knowledge of Social Science - History and will demonstrate growth throughout their three years at Valor Academy.

<table>
<thead>
<tr>
<th>Subject</th>
<th>CST</th>
<th>Percentage of Valor Academy students who have been enrolled for two or more years will score in the Proficient or Advanced category on the History CST in eighth grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science - History</td>
<td>CST</td>
<td>70% of Valor Academy students who have been enrolled for two or more years will score in the Proficient or Advanced category on the History CST in eighth grade.</td>
</tr>
<tr>
<td></td>
<td>Publisher &amp; Teacher Created Tests</td>
<td>At least 70% of students who have attended the school for the full year will score 75% or higher on standards based tests.</td>
</tr>
</tbody>
</table>

### ELL Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>CELDT</th>
<th>At least 75% of EL students will advance at least one proficiency level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Students</td>
<td>CELDT</td>
<td>At least 75% of EL students will advance at least one proficiency level.</td>
</tr>
</tbody>
</table>

### PART D+ E: Graduation rates (if applicable)

<table>
<thead>
<tr>
<th>Graduation Goal</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE Goal (ELA and Math)</td>
<td>90</td>
</tr>
</tbody>
</table>
Section 3: Identify the frequency of when and how often pupil outcomes will be assessed, including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school’s proposed instructional program.

Individual Student Progress Reporting & Communication

Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress reports are distributed four times a year, after exams and portfolios have been evaluated. Student progress reports create a succinct written record of student performance by compiling data from multiple assessments. Progress reports are one of several ways to keep parents in the communication loop about student performance, and insure that data collection is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of VACHS, and is triggered by the assessment timeline. Parents conference with teachers on an informal basis weekly or monthly, and on a formal basis two to four times per year to discuss students’ progress reports and upcoming learning plans.

Students also conduct ongoing self-assessments and participate in assessments of their peers and of their teachers. Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself.

Proficiency-Based Grading System (Grades 9th-12th)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rubric Score</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NY29</td>
<td>Below 70%</td>
<td>0 or 1</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>

29 The Not Yet grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. Schools without failure. New York: Random House, 1969.
Proficiency Requirement

Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades of C or below for credit. For students who are performing below grade level or who are historically low performers, please refer to the Student Success Teams portion of this document. If a student earns a percentage in the class below 70, s/he may prove proficiency in one of 4 ways:

1. A score of Proficient or Advanced on an end-of-course STAR Exam.
2. A score of 500 or higher on an official or school-administered SAT II exam.
3. A score of 80% or better on a school-administered Study Island Test Account Exam, or
4. A score in one semester of a course that, when averaged, brings the other semester score into the passing (C+) range.

Graduation Requirements

All students currently are required to complete all A-G required and recommended courses.
- A-G course requirements passed with grades of C+ or better.
- Annual reading goals of 12 books per year/approximately 48 books by end of 12th grade. Please refer to page 115 for more details regarding this goal.
- Passing scores on CAHSEE English and Math sections.
- Fifty total hours of community service to two different organizations.
- English Language Usage and Writing proficiency test passed each year as on the Northwestern Evaluation Association program and a school-wide writing exam. Students who cannot prove proficiency in the English language and writing test must take an English Language Arts course each semester until they pass.
- Admittance to one four-year college/university.

School-wide Annual Report of Progress

Valor Academy Charter High School prepares for parents, community and the District an annual accountability report with additional elements reflecting on the school’s performance toward meeting the provisions of the charter. The SARC report is available on the schools website (www.valoracademy.org), principal teachers prepare bimonthly/monthly newsletters—Family Fortnightly; the Charter Management Organization (CMO) similarly distributes one for external purposes for our community and interested sponsors at large, our Executive Director prepares reports for the board and the Head of Schools prepares an internal one for all Valor Academy.
ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

_Ed. Code Section 47605 (b)(5)(C)_

Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself. _John Dewey_
Section 1: Describe the methods for assessing attainment of student outcomes and how these assessment measures are consistent with the school’s proposed instructional program, use a variety of assessment tools.

ASSESSMENT

The assessment plan for Valor Academy Charter High School (VACHS) is designed to be a tool for external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what VACHS expects students to learn, assignments are aligned with the school’s pupil outcomes and curriculum. All curriculum and assessments are standards-based as mentioned in Element 1. Ongoing benchmark assessments (created using the Edusoft/Data Director program or similar tool) are used to meet the following objectives:

1) To help teachers revise curriculum and instruction according to student needs.
2) To give parents and students meaningful, useful feedback on student progress.
3) To compare the school’s progress to that of schools with similar student demographics.
4) To monitor the school’s progress in meeting its missions, and to revise its activities accordingly.
5) To be accountable for meeting student exit outcomes.

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter our school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content and standards. To do this, we establish a baseline measure of student achievement and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction as needed. Students take the end-of-year exams, as well as a nationally normed tests on Northwest Evaluation Association (NWEA) during student orientation and then again each January and June thereafter.

The initial data collected from these results serve as the baseline data against which we compare all future growth. Such data allows us to measure academic growth longitudinally from year to year per cohort and per individual student after they have been accepted into our schools. In addition, this comparative data provides information on the strengths and weaknesses of our academic program and is used to modify and improve content delivery and instructional decisions from year to year.

Baseline Assessment

Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students take the end-of-the-year exams on NWEA for ELA & Math and from teacher-created pre-assessments for all of their other courses. Students’ initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.
Section 2: Identify additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered.

In-House Benchmark Assessments

There are two major types of assessments at VACHS: (1) Teacher created, assessments which measure the extent that the students understand and master the lessons presented by the teacher; and (2) Standardized assessments that measure how well the students have understand and master the more normalized standards-based assessments akin to those that they take for the State Department of Education at the end of each year.

Teacher Created Formative Assessments

IWOC

The most frequently used form of assessment at Valor Academy Charter High School is nightly IWOC (Independent Work Outside of Class, commonly referred to as “homework.”) As previously mentioned, quantifiable, objective IWOC is given each night. The next day the IWOC is corrected (either students self-correct or teacher corrects the work) and recorded in the teachers’ gradebooks. When an entire class scores poorly on an assignment, the teacher quickly realizes that s/he must re-teach a lesson to the entire class. When only some students score poorly, the teacher may re-teach a portion of the lesson to a group of students. In this way, daily assessment and practice inform daily instruction.

UNIT TESTS

In addition to IWOC, teachers create or compile course assessments. These assessments take place on a weekly, bimonthly or monthly (end of unit) basis. They inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught. Teachers generally key these assessments against their own lesson plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create some common subject-matter assessments so that the assessments are consistent throughout the school.

PORTFOLIOS

Teachers create project-based assignments to culminate a unit or chapter throughout the year. Students can choose from all their assessments and projects to include into their overall Standards Based Portfolio at the end of the school year. Portfolio assignments are not only-standards based, but they hit different learning modalities. There are a minimum of four portfolio assignments (one per quarter) per subject (including Music and PE). This means there are a total of 24 portfolio assignments based on 6 subjects by the end of the year.

Teachers take photos for performance-based and creative art projects as evidence for the portfolio artifacts section. Students have overall decision making power because they can choose which assignments they feel best illustrate their mastery of certain power standards.
Students write a reflection per assignment and for their entire portfolio, they must write an introductory letter and include a table of contents.

After STAR testing, students begin to narrow down assignments for the End of the Year (EOTY) Portfolio Panel Presentation (PPP). From 24 assignments, students pick 1 artifact per subject, narrowing it down to 6 assignments. The EOTY PPP is graded by expert teachers, and students must be ready to discuss and present any one of the artifacts chosen for each subject.

WRITING EXAMS
School-wide writing exams are administered four times a year on the following genres: Narrative, Expository, Response to Literature and Summary. As 11th graders must take a Standardized California Writing exam, we at VACHS believe that everyone should be assessed in their writing several times a year in order to improve in their skill and become college-ready writers.

Exams and rubrics are prepared before the school year begins by grade-level and by the English Language Arts (ELA) department. All exams are then double-blind graded on a 4-point rubric by all faculty and staff members during an allotted time period by those who have at least a college degree. To ensure accuracy in the scoring—similarly to how the state grades the writing exams, assessors are trained on a variety of sample anchor papers. The lead ELA teacher then compares some of the students’ writing and sets them as samples to compare the remaining essays to the best of their peers’ samples. If there is a significant discrepancy in the rubric-based scores, then a third teacher reads the piece of writing. Students must earn a 3 on a 4 point rubric scale in order to pass this exam.

The ELA teachers record an average grade into the gradebook and review the exam with the students. VACHS expects that students pass at least 2 out of 4 writing exams. Students who are not writing on grade-level by the eighth month of school receive an opportunity to get additional writing support and instruction during the last month of school in order to earn their Writing promotion goal.

OTI REPORTS HIGH SCHOOL
The On-Target Index (OTI) is a collection of data for every student in the High School. As the most important factor for completing high school is the passing of A-G courses, we believe that students should also have a diverse array of life experiences. In high school, we challenge our students to participate in all the experiential lessons offered. VACHS also expects its students to fulfill various goals throughout the year by certain deadlines to earn rewards. The data entered into the OTI include:

1. Grade Point Average (GPA) based on student class averages including CPP.
2. Volunteer hours.
3. Completion of required reading books, and the points accumulated.

See Appendix (Tab 6, Section F) for writing prompts and rubrics.
5. Life Experience Lessons (LEL) and curriculum recommended trips.
6. School Wide Conscientiousness and Attendance Grade (SCAG)

The purpose of the OTI is to track not only the academic growth of the student, but to provide data that tracks the diverse life experience lessons that we hope will encourage them to seek college and more life opportunities beyond their current scope of reality.

STANDARDIZED SUMMATIVE ASSESSMENTS
At Valor Academy Charter High School, each year the school strives to ensure that students are “on track” before taking state exams. Valor Academy has a strict policy of “no social promotion” and believes that objective testing helps to truly assess whether the students are ready for the next grade level. To this end, VACHS utilizes multiple standardized assessments, the three most important being Study Island, EduSoft/Data Director and NWEA.

STUDY ISLAND
Students are tested on a weekly basis on their standards mastery through an online program called Study Island (www.studyisland.com). Each state standard is broken down into lessons and practice questions. Students have two accounts for this program: a practice account and a test account. Throughout the year, after a teacher teaches a specific lesson based on a state standard, s/he asks the students to complete an assignment on Study Island. The program immediately assesses the student’s mastery of the given standard. If they master it (by answering 8 of 10 questions correctly) they earn a “blue ribbon.”31 Throughout the year, students are rewarded for reaching certain benchmarks (10% completed, etc.) and some reward field trips or other incentives are provided. When students fail to meet their benchmarks, they are provided with additional tutoring help and support (generally after school or on weekends) to complete the program.

In addition to the practice account described above, each student has a test account. The test account assesses the same skills as the practice account, but students must be closely supervised by their teacher while completing these assignments. Students do not have to keep working until they earn their blue ribbons on the test account. Rather, students complete only ten questions per standard and their percentage correct is entered as an exam score in the gradebook. This enables teachers to quickly get a clear picture of students’ mastery of individual standards.

SUBJECT-SPECIFIC MIDTERM AND FINAL—EDUSOFT STAR-PREDICTOR EXAMS
Since our first year, we have given our students quarterly midterms and finals as a STAR-predictor exam. These exams are our attempt to predict how our students will perform on their end of the year state exams. Each teacher creates an annual standards map and s/he determines which standards are covered during each quarter of teaching. During professional development, based on the maps, teachers create their midterms and finals before the school

31 See Appendix (Tab 6, Section F) for sample Study Island student report.
year begins using Edusoft/DataDirector, a computer program that generates a testable question based on an itemized standard-based question bank.

There are two versions of the exams to minimize cheating and exams are cumulative; by the end of the year, they mirror the number and type of questions that the students will see on the STAR state exams. Students take the final Edusoft/DataDirector exams about a week before the STAR tests. Teachers analyze the data, review the exams with the students, and re-teach any areas that have not been adequately covered for all or subgroups of students. Generally the exams have been very good predictors of how the students perform on their state testing. The results of these assessments can also provide a longitudinal analysis of ongoing performance.

NORTHWEST EVALUATION ASSOCIATION (NWEA) TESTING
NWEA is an assessment tool used to identify skills students have mastered in English Language Arts, Math and Reading. It is broken down into components that identify the students’ areas of mastery, weakness and overall growth. The test is presented with questions at different levels of difficulty that adjust based on the students’ responses, much like the Graduate Record Exam (GRE). At the end of a testing sequence, the student receives an overall score that indicates the instructional level appropriate for him or her and how well the student performed against the students across the country who also took the same test at that similar period in time.

Teachers use the data to amend their practices, with substantial results at every grade-level. NWEA offers classroom resources that offer several tools to translate data into lessons targeted to the exact things a student is ready to learn: such as his/her reading level and what books are appropriate for the independent reading level. It also has predictor markers based on at least two exam periods of how much the student will grow by the end of the year.

INDEPENDENT READING—SCHOLASTIC READING COUNTS (SRC)
Each year, students in the high school Literature courses read at least four books in class and also must read at least 12 books independently outside of class. About half of these books are based on student choices (but must be on high school level) and about half are required novels.

Many of these titles prove extremely challenging for our students to read independently (See Independent Reading Charts in Element 1), but they will work through them, sometimes using audio-books and study groups. Our school believes that independent reading is an essential skill for college preparedness. Because of this, students who do not complete their independent reading do not receive credit for their Literature Course until such time as they finish this goal. If this scenario applies, they receive a grade of INC-R.

As VACHS grows, it will continue to build and develop a reading program that is more individualized to a student’s reading lexile. VACHS will incorporate a structure for students to be able to select books for their Choice Novels based on their preference and reading comprehension levels.
Each of these assessments is aligned with content and performance standards. This provides teachers with several opportunities to monitor student progress toward mastering content and performance standards. Teachers are encouraged to collaborate both with teachers within their department and teachers in other areas to develop rubrics for assignments and common assessments.

MORE NATIONAL EXAMS
Students in Advanced Placement (AP) courses take the AP exams at the end of the course. Students also take the pre-Scholastic Aptitude Tests (PSATs) by 11th grade, SATs by 12th grade and SAT II subject tests as early as 9th grade. Some students also opt to take the ACTs (American College Testing).

Valor Academy Charter High School reserves the right to choose different methods and tools for assessment that will yield similar data and meet similar goals described above.

Section 3: Assure that state mandated assessments will be administered.

Assurance
VACHS administers tests required by California’s Standardized Testing and Reporting (STAR) program in each year and subject as required by the state in Education Code §60602.5. As required by the LAUSD, VACHS participates in all state mandated assessments. In compliance with this regulation, students are assessed using the CST.

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

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grades Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Tests (CST)</td>
<td>Standards-based</td>
<td>• Measure proficiency with state content standards in English-Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td>• Measure proficiency with state content standards in Mathematics</td>
<td>9-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure proficiency with state content standards in Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure proficiency with state content standards in History/ Social Science</td>
<td>9-11, 10 mandatory in Life Sciences</td>
</tr>
<tr>
<td></td>
<td>(includes written component grades 7 &amp; 11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>Standards-based</td>
<td>• Measure proficiency of English Language Learners and reclassify students as appropriate</td>
<td>All—based on student’s previous ELD level and repeated annually until reclassified</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td>• Performance assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance</td>
<td>• Measure achievement in ELA and math</td>
<td>Determined by IEP</td>
</tr>
<tr>
<td></td>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Alternate Performance Assessment (CAPA) (if applicable)</td>
<td>Standards-based</td>
<td>• Measure achievement in ELA and math</td>
<td>Determined by IEP</td>
</tr>
<tr>
<td></td>
<td>• Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Modified Assessment (CMA)</td>
<td>Standards-based</td>
<td>• Measure achievement in ELA, math, and science</td>
<td>Determined by IEP</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards-Based Tests in Spanish (STS)</td>
<td>Standards-based</td>
<td>• Measure proficiency in ELA and math; administered to students whose primary language is Spanish and who have been enrolled in a U.S. school for less than 12 months</td>
<td>As needed</td>
</tr>
<tr>
<td>Aprenda 3</td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Norm-referenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Fitness Testing (PFT)</td>
<td>Criterion referenced</td>
<td>• Measure physical fitness based on seven key elements</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>• Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California High School Exit Exam</td>
<td>Standards-based</td>
<td>• Improve pupil achievement in public high schools</td>
<td>All, beginning in 10th grade</td>
</tr>
<tr>
<td></td>
<td>• Norm-referenced</td>
<td>• Demonstrate up to 10th grade level competency in reading, writing, and 6-7th grade mathematics (pre-Algebra).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Describe how assessment data will be used to inform instruction and professional development on an ongoing basis.

Data Analysis and Professional Development

At least one day is dedicated before school during professional development and several times during the school year to discuss data results based on the STAR tests and teacher created midterms and finals. This data is juxtaposed next to all the data points on the OTCU/OTI where one can search for trends and create intervention groups. Curriculum maps and assessments are therefore amended based on the findings that teachers conclude from aggregating the data through programs like DataDirector and by studying the results by grade level/departments.

Teacher assessments and summative assessments, particularly the NWEA, SRC and the OTCU/OTI translate into a meaningful analysis of student performance, with point values accompanied by explanations. Progress reports compile narratives, anecdotal records, attendance & discipline data and information about student participation in class & school life. These results are communicated to parents in student-led parent conferences at least four times a year. Results of standardized tests are distributed during one of the first parent meetings, along with the student progress report with explanations designed to help students and parents interpret their relationship to other assessments. Effort and improvement levels are noted as well.

Teachers interact with each other on an ongoing basis through, standards-based professional development in Professional Learning Communities (PLCs). Teachers meet by grade-level and subject-matter areas to discuss common planning, student progress and self-assessment issues. Teachers meet at least once monthly for structured, focused staff development instruction relating to standards-based subjects where the teachers themselves, have requested further instruction and support. These PLC sessions are led by the Head of Schools, Principal's and lead teachers themselves.

Valor Academy Charter High School uses every means possible to evaluate student achievement, including state-wide assessments as well as benchmark assessments unique to the charter. To help collect and analyze the information, DataDirector—a web-based, online assessment management system was selected as we were one of the pilot schools for “ZOOM!” through California Charter Schools Association (CCSA). During the first quarter of the school year, teachers are trained on how to use DataDirector. Using the reports the system generates, teachers and administrators analyze the CST results as a school, by subgroups and cohorts. From the data, teachers create power standards or objectives for richer, standard-based learning experiences.

Based on the power standards, four data cycles are time-lined throughout the year aligned with midterms and finals. Teachers pretest students at the start of each quarter on the assigned power standards. After the pre-tests, teachers focus instruction on the assigned power standards. Immediately following the end of each cycle, students’ scores are posted/celebrated. The data gathered from the pre and post testing is then collaboratively analyzed by teachers in vertical and horizontal meetings. Teachers can then use the analysis to drive future instruction.
Section 5: District required language on testing.

Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
ELEMENT 4: GOVERNANCE

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

Laws control the lesser man... Right conduct controls the greater one ... I’ve never let my school interfere with my education. Mark Twain
Section 1: State whether the school is proposing to be an independent or affiliated charter.

Statement of Independence

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

Section 2: Affirm that the school will be operated by a nonprofit public benefit corporation.

Affirmation of Non-Profit Status

Bright Star Schools is an independent non-profit charter school management organization with 501(c)(3) status. Bright Star Schools is solely responsible for the debts and obligations of Valor Academy Charter High School.

Section 3: Provide articles of incorporation and by-laws for the nonprofit public benefit corporation.

Articles of Incorporation (AOI)

Please refer to Tab 6, Section C for the AOI of Bright Star Schools. Any amendments to the AOI, will be submitted to the District.

Bylaws

Please see Tab 6, Section B for the bylaws of Bright Star Schools. Any amendments to the organization’s bylaws will be submitted to the District.

Section 4: Describe the proposed school’s governance structure and demonstrate how it will maintain active and effective control of the school.

Governance Structure

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

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

The Board governs the school, holds the school to its mission, ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the Executive Director, who oversees the Head of Schools and Culture & Accountability Officer. The Head of schools is responsible for the hiring, evaluation of principal teachers and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal Teacher or Assistant Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Executive Director, Head of Schools and all administrators ensure the flow of information necessary for responsive, strong governance.

Board Members

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

Officers

Chair

It is the duty of the Board Chair to preside at all meetings, to guide the Board in the enforcement of all policies and regulations relating to VACHS and to perform all other duties normally incumbent upon such an officer. The Chair helps to direct and mediate Board discussions about organizational priorities and governance concerns and to ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair works
with the Executive Director, Board officers and committee chairs to develop the agendas for Board meetings.

**Treasurer**

The Treasurer has a general understanding of financial record keeping, accounting systems and financial reports and works with the Executive Director and Controller to ensure that appropriate financial reports are made available to the Board on a timely basis. The Treasurer shall also assist in presenting the annual VACHS budget to the Board for review and approval and shall review the annual audit and answer Directors’ questions regarding the audit. In addition, the Treasurer will ensure that current records are maintained to reflect the financial condition of VACHS.

**Secretary**

The Secretary ensures that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all meeting notices and ensure that written agendas and support materials are provided to all members. The Secretary ensures that written minutes are provided to Directors within the specified time, approved minutes are filed and official attendance and votes of Directors are maintained in accordance with procedure and adherence to the Brown Act.

All Board Members of Bright Star Schools receive a board orientation packet and sign member expectations agreeing to uphold the mission and vision of the school, advocate for VACHS and ensure organizational viability, student achievement and faithfulness to the terms of the charter.

**Part A: How often the governing board will meet?**

The Board of Directors of Bright Star Schools meets monthly except in August.

**Part B: What is the process for selecting governing board members?**

The process of selecting members of the Bright Star Schools Board of Directors is described in detail in the Bylaws of the organization included in this document. In summary, this process includes an initial interview with the Executive Director and school tour; interview with current board members; submission and resume, written responses, and board member questionnaire; and, reference checks. The Board is currently comprised of fifteen members who serve three year staggered terms.

**Part C: What is the manner for posting meeting notices, distributing agendas and recording governing board actions?**

The Bright Star Schools Board will meet in accordance with California Law and the Brown Act. The time, place, and dates of such meetings will be made available to the general

---

32 See Appendix (Tab 6, Section F) for samples of Board Commitment Contract and Member Expectations.
public via posting on our school website, around campus and in school newsletters. Should a previously posted meeting time or location change, Bright Star will give due notice by posting the new time and/or place in accordance with the Brown Act. Members of the public can request the minutes of any board meeting by directly contacting the Bright Star Schools Main Office.

Section 5: Provide an organizational chart showing the relationship of the governing board to the leadership of the school, as well as any relevant site committees, etc.

Board Committee Structure and Committee Responsibilities

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

- **Governance Committee**
  - Recruit, nominate, train new directors;
  - Establish responsibilities and evaluate individual board members;
  - Review the performance of the Board as a whole;
  - Review Board Handbook;
  - Support and review performance of Executive Director;

- **Finance/ Budget/ Audit Committee**
  - Monitor budget implementation through periodic financial reports;
  - Approve accounting policies;
  - Provide for an independent annual audit by qualified CPA;
  - Ensure adequate insurance

- **Development Committee**
  - Identify fundraising opportunities;
Section 6: Provide résumés and questionnaire responses for all individuals committed to serve on the school’s governing board.

Please see Tab 9: Resumes of Board Members and Questionnaires.

Section 7: Provide an assurance that the governance meetings will comply with the Brown Act.

Brown Act Assurance

All meetings of the Board of Directors of Bright Star Schools have and will continue to comply with the Brown Act, Government Code 1090 and all applicable laws relating to charter schools.

Section 8: Explain the process to be followed by the school to ensure parental involvement.

Parent Involvement in Governance

While parents of VACHS students do not serve as members of the Bright Star Schools Board of Directors, it is critical that they are invested in the success of the school and have a voice in matters critical to the school’s success. VACHS believes that parental support is an integral part of a student’s education, and makes every effort to ensure that parental input is considered in the Board’s decision-making process. We have recently created a position titled Dean of Student Affairs who is a full time employee dedicated to bridging the gap between the school and families.
In addition, representatives of the parent body are encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time is reserved at the start of each Bright Star Schools Board meeting for this purpose.

Parents also have the opportunity to serve as members of the School Site Council (SSC). The VACHS SSC is comprised of ten members of the school community and includes the Principal teacher, teachers, parents, and other staff members. SSC members are nominated and elected by their peers and serve three year terms. As a member of the SSC, parents must attend monthly meetings and are responsible for examining student achievement data, revising and maintaining the Single Plan for Student Achievement, and for providing oversight of the Title I budget.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, financial aid, financial literacy, etc.
- Posting of Board agendas in the school’s main office.
- Mid-year Parent Satisfaction Survey.
- End-of-Year Parent Satisfaction Survey.
- Regular parent newsletters.
- Multi-media communication strategy including mail, e-mail, text messaging, “robocalls,” and regular parent meetings.
- Translation of all parent communication materials into Spanish.
- Frequent opportunities for parent involvement in school activities, including invitations to family dinners, Evening of Excellence, etc.
- Volunteer opportunities on campus including campus beautification and traffic duty.

Section 9: Contain an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest;

Assurance

Members of VACHS’ executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.
Section 10: Contain district required language regarding audit and inspection of records.

Valor Academy Charter High School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

VACHS will comply with the Brown Act.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Grievance Procedure for Parents and Students
Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School 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.

Charter School 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
The Valor Academy Charter High School 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
[Charter School] 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. [Charter School] 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 the Charter School operations is received by the District, the Charter School 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 [Charter School].
ELEMENT 5: EMPLOYEE QUALIFICATION

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

Life’s most persistent and urgent question is, "What are you doing for others?"

Martin Luther King, Jr.
Section 1: Describe the necessary job description and qualifications for school employees.

Job descriptions have been prepared by the Executive Director, Culture and Accountability Officer and the Human Resource & Operations Manager. The most updated descriptions are provided below. All job descriptions shall include, but is not necessarily limited to, the below duties specified per position.

BRIGHT STAR SCHOOLS—CHARTER MANAGEMENT ORGANIZATION (CMO)

1. Executive Director

The Executive Director (ED) oversees and advances all Bright Star Schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to Bright Star Schools’ mission and has a steadfast belief that all students deserve an excellent public education in preparation for high school and college. The ED has an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, both within West Adams & Westchester, as well as among the greater landscape of Los Angeles.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.
Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school’s charter and all relevant laws and requirements set forth by the Los Angeles Unified School District, State of California and No Child Left Behind (NCLB).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Serve as member of board committees, providing them with the essential data, relevant reports and information necessary to effectively govern the school in a timely manner.
- Provide leadership and professional development for the CMO and all other school leaders.
- Coordinate with external grant writer for an integrated comprehensive internal and external fund raising effort related to a major capital campaign, and fiduciary responsibilities related to the foundation.
- Work directly with the Culture and Accountability Officer (CAO) and Head of Schools (HOS) to ensure academic success and employee and family safety and satisfaction.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning process for all schools.

2. Culture and Accountability Officer

The Culture and Accountability Officer (CAO) is the leader for the cultural programs of the school. The CAO reports to the Executive Director.

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree preferred in similar field with several years of urban teaching experience.
- California Administrative Credential preferred.
- Training or relevant experience in teacher management and development of school programs.
- Passionate and completely dedicated to Bright Star Schools’ mission of preparing students for college and career and a steadfast belief that all students deserve an excellent public education in preparation for high school and college.
- Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels.
- Proven ability to work collaboratively with a diverse team of teachers.
- Ability to give constructive feedback on issues that will facilitate growth and achievement of both students and teachers.
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational and communication skills.
• Ability to prioritize, multi-task, and lead by example.
• Ability to effectively set and communicate goals for teachers to achieve.
• An entrepreneurial spirit, who embraces the opportunity for creativity and hard work inherent in a start-up.
• Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
• Sensitivity to and respect for the great diversity of race, class, gender, ability and perspectives that come together in our school.

**Responsibilities:**

• Lead selected professional development sessions throughout the year.
• Collaborate with the Head of Schools and Executive Director concerning student achievement, student assessment, and student discipline.
• Communicate regularly with the Head of School & Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
• Create a culture of high academic and behavioral expectations.
• Work with Head of School to plan and implement summer orientation for staff.
• Seek and share best practices from other schools and professional journals.
• Lead regular, school-wide staff meetings.
• Implement effective internal assessment systems and uses data to inform decisions.
• Implement external assessment systems and uses data to inform decisions.
• Maintain and develop relationships with school leaders to share and identify best practices and attempt to find solutions for similar small and independent school gaps and needs.

3. **Head of Schools (HOS)**

The Head of Schools is responsible for overall school performance and organizational management, and is the primary person responsible for the management of the school’s growth, culture and the viability of the school over time. He or she manages all external and non-operational issues, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operation of the school. The Head of School oversees the Principal Teachers, Assistant Principal, the Director of Student Services, and the Director of Special Education in their management and guidance of the VACHS staff. The Head of School is hired and evaluated by the Board of Directors of Bright Star Schools.

**Characteristics and Qualifications:**

• Bachelor’s degree, Master’s Degree preferred, and at least three years of urban teaching experience.
• California Administrative Credential preferred.
• Training or relevant experience in school management.
• Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.
• Relentless achiever who works tirelessly towards achieving the school’s mission.
• Flexible and able to adapt as situations require.
• Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
• Subscribes to a similar educational philosophy to that espoused by VACHS’s culture and curriculum.
• Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
• Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
• Competence at stewarding public funds responsibly.
• Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
• Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

Responsibilities:

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

4. Controller

The Controller provides proper financial oversight for the organization. S/he is primarily responsible for ensuring that the school’s financial records are accurate and up-to-date. S/he also ensures that programmatic guidelines for reporting and implementation are properly followed on a timely basis. The Controller reports to the ED.

Qualifications and Experience

• Bachelor’s degree; advanced degree preferred.
• Five years of experience in operations and/or finance preferred.
• Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
• Unwavering belief that all students can achieve at the highest academic levels.
• Results-driven business leader with experience in, and commitment to operational and financial excellence.
• Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational and critical thinking skills.
• Ability to prioritize, multi-task, delegate and lead by example.
• Ambition and desire to grow as a leader.

Responsibilities

• Coordinate federal forms, checks, payroll and benefits for Bright Star Schools staff.
• Administer Department of Education grants.
• Oversee school financial controls.
• Provide accurate, updated financial statements to the ED.
• Ensure that the school is in compliance with all programs, including, but not limited to attendance, fiscal policies, and HR policies.
• Work with the ED to create school budgets.
• Coordinate annual financial review.
• Record and track all income and expenses.
• Record all cash receipts, invoices for accounts payable.
• Prepare vendor checks.
• Apply for and manage grants, disbursements, guidelines, and reporting.
• Apply for and manage Title I funding and other applicable financial aid.
• Pursue timely receipt of Block Grant, Title I, and other payments to the school.
• Oversee all auditing measures and ensure Bright Star Schools meets all financial compliance and mandates by Federal and State laws.
6. Human Resource Manager

The Human Resource Manager job description namely involves coordinating hiring, supporting, and evaluating Bright Star employees. The HRM also manages the day-to-day HR operations and is responsible for overseeing HR policies, programs, services, recruiting and selection, payroll processing, workers’ compensation claims, wage & hour, legal compliance and employee relations.

Characteristics and Qualifications:

- Bachelor’s degree in appropriate field from a regionally accredited university
- 2-3 years of experience in related area.
- Strong communication skills to reach different levels of employees and outside vendors.
- Excellent organizational skills and detail oriented.
- Ability to multi-task and create systems for follow-through of employee requests and needs.
- Dedicated to the privacy of employee complaints and files.
- Able to maintain consistent professional relationships with employees at all levels.
- Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college.
- Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels.

HR Responsibilities:

- Oversee the organization’s personnel benefits program; payroll and benefits administration and teacher credentials.
- Handle workers compensation claims and Family Medical Leave of Absences.
- Provides leadership and daily support to managers and principals relative to:
  - Issue resolution;
  - Policy and process development;
  - Adherence to federal and state regulations to ensure legal compliance;
  - Exit interviews.
- Responsible for handling:
  - Escalated employee relations issues;
  - Policy issues;
  - Answering questions about HR programs and practices;
  - Implementing company-wide HR programs;
  - Monitor unemployment claims and handles appeals process;
  - Monitors company attendance records (Personal Time Off).
• Coordinate recruitment process; facilitate activities attendant to management of Job Fairs; and provide technical assistance to administrators in the employee selection process in addition to processing all new employees and all change-of-status forms.
• Maintain job vacancy posting and Human Resources web page.
• Design personnel forms and direct the maintenance of personnel records by all departments and is responsible for the release of any confidential information such as verifying employment or requests from agencies.

7. Operations Manager (OM)

The Operations Manager (OM)’s job description is namely involved compliance with grants and programs as well as facilities. OM coordinates, participates and estimates time and material requirements for routine and special maintenance assignments and projects. S/he prepares contract specifications and requests for quotations; schedules maintenance work in accordance with labor, health and safety requirements. S/he also monitors the performance of contractors to assure compliance with contracts, timelines and perform various oversight functions concerning large facility construction and renovations.

Characteristics and Qualifications:
• Bachelor’s degree in appropriate field from a regionally accredited university.
• 2-3 years of experience in related area.
• Strong communication skills to reach different levels of employees and outside vendors.
• Excellent organizational skills and detail oriented.
• Ability to multi-task and create systems for follow-through of employee requests and needs.
• Dedicated to the privacy of employee complaints and files.
• Able to maintain consistent professional relationships with employees at all levels.
• Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college.
• Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels.

Facility Responsibilities:
• Supervise the operations of the school in accordance with school policies.
• Plan, coordinate, evaluate and estimate time and material requirements for routine and special maintenance assignments and projects for school facilities, grounds and physical plant; plan specific projects to meet the needs of the District plan.
• Identify, schedule and oversee the removal of hazardous materials including asbestos and lead” added to the representative duties of his job description.
• Confer with administrators regarding work requests, priorities and maintenance needs at facilities; coordinate projects to cause minimal disruption to school activities.
• Conduct periodic building inspection to assure compliance with structural, roofing, painting, plumbing, heating and electrical requirements; make recommendations concerning needed repairs and appropriate priorities and follow up as needed.
• Maintain records relating to building projects such as architectural drawings, specifications, and construction cost breakdowns, bids, material and equipment specifications and job history files.
• Establish and maintain effective working relations with maintenance personnel.

8. Director of Student Services
The Director of Student Services (DSS) maintains lines of communication with parents and other family members to facilitate high levels of meaningful participation between the school and the communities we serve. The DSS acts as a liaison for family and community members to the Principal Teacher(s). S/he coordinates training of parents/guardians to act as partners in education and brings community members into the life of the school in ways that enhance the mission and vision of the school. The DSS directly leads the following outlets: The Connector Program, Counseling Services, Dean of Student Affairs, Parent Ambassadors and Parent Education. The DSS reports to the HOS.

Characteristics and Qualifications:
• College degree.
• At least two years working in a school environment or as a community organizer.
• Evidence of strong organizational and interpersonal skills.
• Desire to be a team player; ability and willingness to lead community outreach.
• Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college.
• Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels.

Parent Ambassador Program:
• Work with the Head of School and PTs to create programs and initiatives to increase family involvement in the school.
• Develop and help coordinate parent and school activities, to improve communication between the school and families.
• Act as a liaison/moderator between parents and the school over issues of conflict.
• Provide appropriate support and resources to the parent group (lead parents) to ensure that it meets its commitment to coordinate parent volunteer hours that is aligned with the mission of the school.
• Work with the leaders of the parent group to define annual goals, conduct local fundraising activity.
**Parent Education:**

- Work with the Dean of Student Affairs to define the scope and breadth of the parent education curriculum.
- Coordination of parent education program including organizing materials, speakers, venue, etc. for monthly parent education meetings.
- Develop a parent education curriculum that addresses a variety of topics of interest to our parent community: college readiness, financial literacy, how to pay for college, etc.

**CAMPUS EMPLOYEES**

1. **Principal Teacher**

The Principal Teacher (PT) is responsible for driving the school’s mission and vision. The PT accomplishes this through frequent observations and coaching, requiring peer cross-evaluations and by positive, constructive communication among Board Directors, administrative staff, teachers, students, & parents, especially as related to curriculum, instruction and assessment. The PT is a student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions. S/he creates, monitors and sustains the high standards of a rigorous school climate and school culture. The Principal Teacher is directly responsible to the Head of Schools.

**Characteristics and Qualifications:**

- Bachelor’s degree; Master’s Degree preferred.
- At least three years of urban teaching experience.
- California Administrative Credential preferred.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Acknowledge praiseworthy efforts of staff, students, and parents.
- Collaborate with HOS and CAO concerning student achievement, student assessment and student discipline.
- Teach and lead one class per day when possible/necessary.
- Respond to complaints and suggestions from staff, students, and family members.
- Work closely with the Director of Student Services to ensure consistent and positive communication with all families.
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Along with the ED and Controller, oversee the school’s finances: managing the budget, financial relationships, and relationships with vendors.

**Staff Responsibilities:**

- Handle all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluations; and orientation and training of new instructional staff.
Facilitate collaboration among teachers in developing and implementing curriculum, instruction and classroom management.

Support and evaluate the professional development and growth of all teachers and support staff.

Support instructional practices through observation and discussion.

Recruit, appoint, support, manage, and evaluate the Assistant Principal Teacher (APT), Student Data Coordinator (SDC), Principal Teacher in Residence (PTiR) and Office Support personnel.

Recruit, appoint, support, and evaluate all instructional staff with support from the Assistant Principal Teacher.

**Student and Program Oversight:**

- Oversee staff and student scheduling.
- Day to day oversight of the school.
- Monitors implementation of the program through evaluating academic achievement and behavior through detailed data analysis of student and teacher performance.
- Oversee and assist with student discipline.
- Maintain and manage the enrollment, retention and attrition of students.
- Ensure that students are passing the academic programs and those that need additional resources and interventions are receiving set support.
- Oversee Testing Coordinator to ensure timely submissions of all deadlines related to mandated state exams.
- Coordinate with the school’s special education program Resource Teacher to ensure compliance with the school’s charter and all relevant law and requirements set forth by the State of California.

**2. Assistant Principal or Principal Teacher in Residence**

The Assistant Principal Teacher (APT) or Principal Teacher in Residence (PTiR) has proven experience working with schools as an advocate, organizer or staff person. These candidates should have experience representing a constituency or coordinating group activities. The candidate also drives the mission and vision of the school; s/he effectively communicates this understanding to any personnel that is not a teacher, and coordinates participation and supervision in ways that support the school’s charter. The Assistant Principal Teacher and the PTiR report to the Principal Teacher. Some of these responsibilities may be delegated to teachers interested in pursuing administration as their specialization track.

**Characteristics and Qualifications:**

- Bachelor’s degree, Master’s Degree preferred.
- At least three years of urban teaching experience.
- California Administrative Credential preferred.
- Acknowledge praiseworthy efforts of staff, students, and parents.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Assist and collaborate with the Principal Teacher.
• Teach at least one subject or course to one group of students if possible/ necessary.
• Respond to complaints and suggestions from staff, students, and family members.
• People and activity/events planning oriented.

**Staff Responsibilities:**
• Handle all matters regarding employment and dismissal of teacher’s assistants (TAs); salaries and contracts; job assignments and performance evaluations; and orientation and training of new TAs and office personnel.
• Oversee staff to ensure safe and adequate departure and dismissal procedures.
• Supervise staff for transition into the afterschool program smoothly.
• Recruit, appoint, support, and evaluate all support staff with feedback from the teachers.
• Support the professional development and growth of all TAs.

**Student and Program Oversight:**
• Create supervision schedule for breaks and lunches.
• Create and manage individual TA schedules.
• Create, oversee and manage the cultural/extra & co-curricular programs i.e. Field Trips, Friday activities, Advisory Program and Dances.
• Oversee the lunch program, the people that serve and cater the food and all compliance issues with the Federal Free and Reduced Lunch Program.
• Manage transportation if applicable, i.e. bus schedule, bus company liaison.
• Oversee, schedule, staff and manage the afterschool program.
• Ensure accurate attendance tracking and compliance related to all grants per the afterschool program(s).

3. **Teachers**

VACHS complies with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, comply with subject matter competency and all other requirements of the No Child Left Behind Act. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools’ believe that part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom.

Teachers help develop and implement the curriculum. All teachers report to the Principal Teacher.

**Characteristics and Qualifications:**
• Bachelor’s Degree.
• NCLB Highly Qualified in core subjects.
• Two years of urban teaching experience preferred.
• Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
• Unwavering belief that all students can achieve at the highest academic levels.
• High level of professionalism.
• Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
• Commitment to developing professionally as a teacher and as a leader.
• Commitment to analyzing student’s academic achievement results and using assessment data to inform instruction.

**Instructional Responsibilities:**
• Ensure that the school’s academic standards are rigorous, clear, measurable and aligned with California State Standards.
• Use the school’s scope and sequence to develop unit plans and daily lesson plans when applicable i.e. for English Language Arts.
• Submit lesson overviews to the PT on a weekly basis.
• Work with grade level team, subject chair and PT to revise, edit and improve lessons.
• Develop curriculum that addresses different learning styles.
• Develop assessments that measure student progress.
• Create a course syllabus and write and introductory letter for students and families before the academic year begins.
• Use a variety of methods to engage students in the classroom.
• Assume responsibility for the progress of all students.
• Continuously use assessment data to refine curriculum and instructional practices.
• Communicate effectively with students, families and colleagues.
• Use planning periods for the advancement of student academics.

**Whole School Responsibilities:**
• Provide continual assessment of student progress and maintain accurate records of schoolwide promotion goals (OTCU).
• Support student discipline policies.
• Make meaningful connections with students who may engage in disruptive classroom behavior.
• Arrange for substitute teaching staff as needed.
• Communicate efficiently and timely with parents regarding child’s progress in order to maintain close relationships with parents and guardians and involve them in their children’s education.
• Also acts as advisor to his/her advisory and supports the advisory through the school’s academic program.

4. Dean of Student Affairs

The Dean of Student Affairs (DSA) is the primary person responsible for the oversight of non-academic and behavioral concerns regarding students. S/he serves as the primary interface between the schools and the students’ homes, ensuring consistent and timely communication from the school in regards to student discipline. The DSA must have experience with counseling
students, supporting student discipline and instilling behavior interventions. S/he should have some experience working in a school. The DSA reports to the Principal Teacher and manages the Connecting Place Coordinators.

**Characteristics and Qualifications:**
- Bachelor’s degree.
- Fluency in Spanish preferred.
- At least two years of experience in the fields of Social Work, Counseling, Psychology or Family Therapy.
- Must have excellent communication and interpersonal skills for interaction with students, staff and parents.
- Able to supervise a classroom of 1 to 30 students.
- Proficient with Microsoft Word, Microsoft Excel and Microsoft Outlook.
- Highly organized and excellent with follow-through on tasks.
- Strong focus on the creation of an orderly academic environment.

**Disciplinary Duties:**
- Organize meetings with Principal Teacher, and teachers to strategize individual student cases.
- Develop specific mentoring and peer counseling programs.
- Provide intervention for student discipline issues.
- Develop programs to promote positive student behavior by coordinating school activities to enhance discipline.
- Communicate student disciplinary concerns to the student’s parent and staff timely and efficiently.
- Service as a liaison officer with community organizations, police and probation officers affected.
- Responsible for reports on investigations of offenses committed by students.
- Organize Staff Development Seminars and Workshops for parents on discipline.
- Perform other related duties assigned.

**Whole School Responsibilities:**
- Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
- Unwavering belief that all students can achieve at the highest academic levels.
- Create, evaluate and seek to constantly improve overall school culture, with an emphasis on academic achievement, structure, discipline, and fun.

**5. Student Data Coordinator**

The Student Data Coordinator (SDC) has two years of experience working with data entry. S/he has experience with student information systems. The SDC is a bilingual speaker; fluent in Spanish/English with some experience working in a school environment. The Student Data Coordinator must be highly proficient with Microsoft Excel, Word, Access and Outlook.
Characteristics and Qualifications:
- Generate reports by operating the Eagle Aeries Student Information System.
- Assist with monthly reports to be submitted to the district and home office (LAUSD Classification, LAUSD attendance, Federal Food program, After School Education and Safety Program (ASES), and internal student progress reports.
- Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.
- Assist and coordinate in distribution of data to schools and home office.
- Assist and coordinate with yearly mandated exams (STAR, CELDT).
- Assist yearly district and state reports (CBEDS, R30 Language Census, SARC, CALPADS, STAR data growth reports).
- Assist in completing quarterly reports (Annual survey oversight, prep/accounting).
- Support Lunch Supervision, Friday Activities, Open Houses, etc.
- Assist in translating projects.
- Efficiently and timely print all student related reports such as report cards and transcripts.
- Maintain an excellent accounting system of all student cumulative files in VACHS’s main office.
- Organize and aggregate data related to students including STAR scores/paperwork and schoolwide promotion goals.
- Perform other duties as assigned.

Whole School Responsibilities:
- Passionate and completely dedicated to VACHS’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
- Unwavering belief that all students can achieve at the highest academic levels.
- Create, evaluate and seek to constantly improve overall school culture, with an emphasis on academic achievement, structure, discipline and fun.

6. Teacher’s Assistant
VACHS’s teacher’s assistants (TAs) are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many TAs also serve as tutors and lead individual classes during the afterschool program. TAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full-time teachers in the general education classroom with Bright Star Schools. As teachers teach the academic curriculum, our TAs have their own unique duties to drive the cultural framework of the schools during Friday activities, while teachers are in Professional Learning Communities (PLCs), and when we go on our intensive Life Experience Lessons. Our TAs help our schools realize our extensive academic and cultural programs.

Characteristics and Qualifications:
- Must be enrolled in a college or university, BA degree preferred.
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence.
Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.

Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.

Must present a neat, professional appearance.

Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities.

**Responsibilities:**

- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks.
- Supervise children during breakfast, lunch and snack time, encouraging good eating habits are developed.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children’s behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them.
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
- Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met.
- Prepare and distribute healthy snacks as necessary for children.
- Lead the classroom if teacher is running late or requested a substitute.
- Help and supervise during any field trip and school-related activities.

**7. Office Manager**

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

**Characteristics and Qualifications:**

- A minimum of an Associate’s Degree or two years of college.
- A minimum of two years experience in a similar position.
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems.
Perform clerical and administrative procedures for daily school operations.
Interact pleasantly and professionally with all members of the learning community and the public.
Maintain a neat and welcoming atmosphere in the office.
Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner.
Assure that student data, permission slips, and other required paperwork are kept current for each student as needed.
Prepare and mail correspondence to students’ parents.
Exemplary communication skills in English and Spanish, including impeccable grammar and fluency in order to translate school documents and communications to Spanish or English as needed.
Answer high volume of calls, return general voicemails or emails.

Responsibilities
- Monitoring the school’s entryway, greeting parents and visitors to the school and maintaining school safety.
- Contacting parents regarding absences, missing assignments, teacher concerns or student illness.
- Implementing systems to support the work of teachers and administrative staff.
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, programs and systems.
- Translating for parent meetings and school events.
- Preparing and maintaining a variety of student, personnel and school records.
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy.
- Assisting in the coordination of special events.
- Place orders for office and classroom supplies.
- Collect necessary paperwork and assist in the full enrollment of a new student.
- Assist the Principal Teacher and members of the administrative team, as directed.
RECRUITMENT OF STAFF

VACHS takes a local and national approach towards recruiting our administrative and teaching staff. A major resource for recruitment is the Teach for America Los Angeles office. We recruit at all of the major colleges and universities, such as: UCLA, Loyola Marymount, USC, Pepperdine and the Cal State Universities. In addition, we rely on word of mouth, advertising in the local papers, participation in annual charter schools job fairs, visits to private schools and postings on websites such as Edjoin and Craigslist. Additionally, we subscribe to headhunting services that recruit for charter schools such as Carnie, Sandoe & Associates or Teach California Charter. Nationally, we contact the alumni networks of colleges and universities and organizations such as New Leaders for New Schools.

SELECTION OF STAFF

Our selection process is designed to be rigorous and comprehensive to minimize the risk of hiring staff that are not suited for the unique responsibilities and demands of VACHS. The HROM is responsible for recruiting and posting the job openings; reviewing the applications and conducting the first informal phone interview. The hiring process consists of a multi-step application and interviewing process.

1. Application, resume and cover letter submitted by candidate.

2. HROM reviews and separates the applications into three categories: strong, proficient, and weak.
   a. Weak candidates will receive a notice of acknowledgement.

3. Proficient and strong candidates are invited to a demonstration lesson or depending on the position, an interview.
   a. A teacher will be scheduled for a demonstration interview observed by Principal Teacher and possibly the grade level of subject level chair.
   b. A teacher’s assistant will do walkthroughs with the Assistant Principal and do a series of questions and answers.
   c. A full-time exempt classified position consists of a series of interviews ranging from the Board of Directors to the Principal Teacher(s).

4. Candidates whose mission is aligned with VACHS’s values and needs are then assessed by all relevant members of the hiring team. The HROM requests for references from the candidate and follows-up on them.

5. Any candidates who show potential, but are not hired for the year are placed in an internal database for possible future recruitment for six months.

EMPLOYEE APPLICATION PROCESS AND AGREEMENTS

The application procedure includes a written application, review of references and a demonstration lesson for teachers. Prior to signing the agreements, applicants spend time with the Principal Teacher or other staff member(s) to ensure that they share the school’s mission and vision.
Employee’s job duties and work basis are negotiated in individual employment agreements. Full-time staff is hired for a one-year term. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures and expectations. These expectations are designed to support the mission and vision of the school and comply with state laws.

These agreements may take the form of employment contracts, at-will employment agreements or other agreements. All agreements not specifically stating that they are Employment Contracts are deemed to be at-will employment agreements.

**PERFORMANCE MANAGEMENT**

VACHS utilizes “360°/upward evaluation” where students, parents and staff members have an opportunity to provide feedback to the teachers, other staff members, the administrators and ultimately each other. These evaluations are within the formal evaluation process that is the responsibility of the Principal Teacher, Assistant Principal or Head of Schools. All evaluations—informal and formal, are based on a rubric that all employees understand and acknowledge.

The senior management team that consists of the Head of Schools, Principal Teachers, Executive Director and the Culture and Accountability Officer has all contributed to the development of a comprehensive rubric that encompasses both the California Standards for the Teaching Profession and employee qualities that are of value to the organization. Bright Star Schools has also adopted a new program called Echospan to streamline the evaluation process. New teachers and teachers that need improvement are assessed by their site-supervisor at least two times formally throughout a calendar year. Returning and high-performing teachers are evaluated formally at least once by their site supervisor. The Principal Teacher however, conducts many and frequent classroom visits and observations annually.

All teachers participate in classroom observations, walkthroughs and peer evaluations of each other. In addition to a formal assessment conducted by the Principal Teacher, the teaching staff continuously engages in reflection and discussion about instructional and management practices during Professional Learning Communities (PLCs) and Professional Development (PD). Teachers are also responsible for partially evaluating their TA’s performance. When the feedback is critical and there are unsatisfactory marks by a fellow teacher or the supervisor, the Principal Teacher provides appropriate measures for improvement and place interventions as needed.

The Assistant Principal is responsible for evaluating all non certificated staff, based in part on the evaluations by the teachers. The Principal Teacher is responsible for annually evaluating all certificated teachers and the Assistant Principal, based in part on evaluations by staff, parents and students. The Head of Schools is responsible for evaluating the performances of the Principal Teacher(s), based in part on the evaluations by staff, students and parents.

**SALARIES FOR ALL EMPLOYEES**

Bright Star Schools has developed its own salary scale that is on average 5 – 15% above the LAUSD scale. The difference in salary is contingent upon the number of years serviced as a Bright Star Schools teacher. As Bright Star Schools teachers work more calendar days (on average 205 days) as opposed to the District’s 175 days, and work longer hours during a regular school day (8
hours vs. 6 hour days), Bright Star Schools believes in compensating for how much our teachers go “above and beyond” the normal call of duty as best we can monetarily.

Teachers and administrators are also eligible for merit-based bonuses; it is an effective tool that drives staff achievement and morale. Bonuses are available to teachers approximately halfway through their second year of teaching. It is based on subject cohort growth or schoolwide growth coefficients (for teachers who teach a non-testable subject), and as long as the school budget allows. These bonuses do not track the typical school year, but instead are granted in December, based on a teacher’s track record for the prior school year and improvements observed during the first quarter of the following school year. Bright Star Schools believes that every employee has areas for potential improvement and that bonuses should be based on those efforts.

At full capacity, we envision the school personnel to include the following positions:

1. Principal Teacher;
2. Assistant Principal;
3. Dean of Student Affairs
4. Student Data Coordinator;
5. Subject and Grade level Department Chairs;
6. Teachers;
7. Teacher’s Assistants; and
8. Office Manager.

Section 2: State that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

ASSURANCE
VACHS conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.

PROCESS FOR STAFF SELECTION
VACHS believes that all persons are entitled to equal employment opportunity. VACHS 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.
VACHS adheres to California laws, including fingerprinting, drug testing and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide:

1. Proof of negative tuberculosis (TB) testing or negative chest x-ray for TB.
2. Fingerprinting for a criminal record check. VACHS will process all background checks as required by Education Code Section 44237.
3. Documents establishing legal employment status.

The HROM is responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

Section 3: Assure that the school will maintain current copies of all teacher credentials and that they will be readily available for inspection and procedure for monitoring credentials.

Assurance

In accordance with Education Code Section 47605(I), VACHS conforms to the legal requirements 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. The school maintains current copies of all teacher credentials and/or proof of credential clearances. Since starting on January 1, 2006, the CTC no longer issues paper certificates of clearance, but instead it posts such information on its website.

Appropriate record keeping of credentials held by teachers as well as other documentation are monitored and maintained on file by the administrative designees. Credentials are reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers’ credential information are readily available for inspection by the school’s charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers’ information in the same manner that the school is required to maintain the confidentiality of personnel records by law. Employees are responsible for monitoring and updating the status of their own credentials. Employees are also responsible for their own fees related to their credentials.

Section 4: Assure NCLB compliance for teachers and paraprofessionals.

VACHS will comply with the provisions of the No Child Left Behind (NCLB) act as they apply to certificated personnel. All teachers are highly-qualified as defined by No Child Left Behind:

- Have at least a bachelor’s degree from an accredited institution of higher education;
- Hold full state certification; and
- Demonstrate subject-matter competence for each NCLB core academic subject they teach.

VACHS furthermore assures that all paraprofessionals are also NCLB compliant in accordance with Title I funding parameters. All paraprofessionals have:
(1) Completed two years of study at an institution of higher education; (2) Obtained an associate’s (or higher) degree; or

(3) Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).

The above requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes. All paraprofessionals however, in accordance with Title I funds respectively, have a secondary school diploma or equivalent.
ELEMENT 6: HEALTH AND SAFETY

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

Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are. John
Section 1: Provide, if known, the address of the facilities to be used by the charter school; (If the charter is approved by the District, and the charter school wants to relocate to an area different from the targeted area originally designated in the charter, a material amendment will be required by the charter’s board of directors, prior to opening the charter school in the new location).

School Address
Currently unknown. In search of facility in Arleta or Panorama City community of Los Angeles.

Staff Responsibilities
All employees are responsible for their own safety, as well as that of others in their workplace. VACHS relies upon its employees to ensure that the work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor or the HROM immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, the employee brings it to the attention of the Principal, HROM or another member of the administration immediately. The school’s administration arranges for the correction of any unsafe condition or concealed danger immediately and contacts the Head of Schools regarding the problem.

Periodically, VACHS may issue rules and guidelines governing workplace safety and health. All employees familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance is not tolerated. All employees are required to maintain current First Aid and CPR certification. Annual trainings are provided on site by the American Red Cross or other authorizing agency.

Fingerprinting and TB Test
Prior to employment and within thirty (30) days of hiring, each employee submits a criminal background check as required by Education Code §44237 and 45125.1. VACHS adheres to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Fingerprint clearance for new employees are acquired through submitting the employee's fingerprints to the California Department of Justice. Employees may be fingerprinted at any local police station or at a site where "Live Scan" is utilized.

No employee is permitted to commence employment at VACHS until that employee has been cleared by the Department of Justice. This ensures that employees with prior criminal histories do not commence employment with VACHS. Additionally, no person shall be employed by VACHS unless the employee has submitted proof of an examination that the employee is free of active Mantoux Tuberculosis (TB) within sixty (60) days prior to employment. This examination
shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs.

**Child Abuse Reporting Procedures**

VACHS complies with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all VACHS teachers and staff are mandated to report any suspected child abuse. The report is filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual meets with the appropriate authorities accordingly. Teachers and staff receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

**Immunizations**

VACHS requires all enrolling students to provide documentation of immunizations for polio, diphtheria, tetanus, measles, mumps, rubella and Hepatitis B as described in California’s Department of Health Services Document IMM-231. The immunization requirements of pupils as a condition of enrollment are applied to the same extent that it would be applied if the pupils attended a non-charter public school.

**Drug Free/Alcohol Free/Smoke Free Environment**

VACHS functions as a drug, alcohol and tobacco free workplace.

**Vision, Hearing, and Scoliosis Screening**

VACHS will provide vision, hearing, and scoliosis screening to students to the extent as would be required if the pupils attended a non-charter public school. The Charter School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. For sections 2, 3 and 4, please see Element 16, Facilities.

**Section 2: School Facility Assurance**

VACHS assures that the school’s facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**Section 3: Certificate of Occupancy Assurance.**

VACHS assures that a site will be secured with an appropriate Certificate of Occupancy. VACHS also assures that a comprehensive school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.
Section 4: Include District required language regarding health and safety procedures.

Insurance Requirements

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

It shall be the Charter School’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, including Fire Legal Liability, coverage of $5,000,000 per occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional 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 shall be primary despite any conflicting provisions in the Charter School’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 the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School 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 the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**

The Charter School 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 the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision**

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

**Health, Safety and Emergency Plan**

VALOR ACADEMY CHARTER HIGH SCHOOL will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. The [Charter School] 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.

**FERPA**

VALOR ACADEMY CHARTER HIGH SCHOOL and its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**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.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Today, education is perhaps the most important function of state and local governments.

Chief Justice Earl Warren
Section 1: Include a thorough description of the annual outreach efforts of the charter school.

OUTREACH EFFORTS

VACHS implements a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts are carried out from December–August. VACHS is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

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

Externally, VACHS addresses retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. Director of Student Services oversees coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns. The bi-annual parent surveys are an important component for they provide feedback that guides our parent engagement efforts. Because we understand parents play a fundamental role in their child’s education, we do our best to support parents in their role as parent educators by providing them with resources to develop their skills and monitor their children’s learning at home. Resources include parent workshops and meetings, skills development opportunities and online tools. This collaboration not only helps parent relations, but also increases student achievement and hopefully retention.

VACHS implements a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts are carried out from December–August in low achieving, economically disadvantaged areas in the District which represent the general population of our school. VACHS is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

PART A: What methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)

Recruitment Plan

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

- Distribution of informational materials to community organizations that serve various racial and ethnic populations, such as libraries, recreation centers, local businesses, middle schools and faith based organizations.
• Presentations at various multi-ethnic events, including community fairs and festivals.
• Announcements in local media, such as “The Neighborhood News” serving the communities of Arleta, Panorama City, Pacoima, North Hollywood, and others.
• Outreach meetings in several educational areas of the District to reach prospective students and parents.
• Providing opportunities for parents to speak to our representatives outside popular shopping venues.
• Development of promotional materials in various languages, including Spanish, Tagalog, Armenian and others to inform non-English speaking populations about our school.

Our efforts are centered on providing equal opportunities to all residents of the district, regardless of racial and ethnic background. Our student body is comprised of Latino/a, African American, Asian, Armenian, Pacific Islander, and other students.

**PART B: What geographic areas will be targeted in outreach efforts?**

**Targeted Areas**

Our efforts target Panorama City, Arleta, Pacoima, and North Hollywood communities is based on our desire to serve students who will matriculate from our 5-8th grade middle school program.

**PART C: What languages will be used to do outreach?**

**Outreach Languages**

The primary languages for outreach are in English and Spanish. If Tagalog or Armenian translation is needed, VACHS has staff members to accommodate the language barrier. VACHS provides translation services for in-person interaction requiring translation to the extent we have those language services available.

**PART D: How these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the District?**

**Achieving Racial and Ethnic Balance**

VACHS keeps on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. VACHS seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved communities of Panorama City, Arleta, Pacoima and North Hollywood. The local public school population has a high Hispanic demographic, as well as a high socio-economically disadvantaged population. VACHS’ demographics also reflect such statistics.

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

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website and/or sending out press releases to the local media.
- Visit local elementary and middle schools that serve as feeders to VACHS, consistent with District policies regarding visitation. Since Valor Academy Charter High School plans to be located near Valor Academy Charter Middle School its intentions are to recruit and work with educationally disadvantaged students in this direct area.

**Court-ordered Integration**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of 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 VACHS 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”).
VALOR ACADEMY CHARTER HIGH SCHOOL 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 [charter school] shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to VALOR ACADEMY CHARTER HIGH SCHOOL shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

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 VALOR ACADEMY CHARTER HIGH SCHOOL under the NCLB-PSC program increases in subsequent years, VALOR ACADEMY CHARTER HIGH SCHOOL agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, VALOR ACADEMY CHARTER HIGH SCHOOL 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. VALOR ACADEMY CHARTER HIGH SCHOOL understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. VALOR ACADEMY CHARTER HIGH SCHOOL agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify 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 a written parent involvement policy.
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds.
• Complete and submit Local Education Agency (LEA) Plan to CDE.
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program.
• Maintain inventory of equipment purchased with categorical funds, where applicable.
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

VALOR ACADEMY CHARTER HIGH SCHOOL also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

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

The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education. Martin Luther King, Jr.
Section 1: State that the charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A)

Assurance

As a public school, VACHS admits all grade-level eligible pupils who wish to attend up to capacity, in accordance with California Education Code § 47605 (d)(2)(A).

Valor Academy Charter High School:

- Is non-sectarian in all areas of operations, including student admission.
- Does not discriminate based on race, ethnicity, gender, religion, national origin, sexual orientation, or disability.
- Does not charge tuition.
- Accepts all students who are California residents.
- Does not require any pupil to attend the charter school.
- Does not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Complies with all laws establishing minimum age for public school attendance.
- Adheres to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children.

Valor Academy Charter High School adheres to all provisions of No Child Left Behind regarding:

- Receiving students from Program Improvement schools as part of Public School Choice.
- Providing the Principal's attestation of highly qualified teachers and paraprofessionals.
- Meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public lottery. Preference is extended to pupils as described in Part F below except as provided for in California Education Code § 47614.5. Charter schools are schools of choice and admissions policies reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605 (d)(2)(A), VACHS admits all students who wish to attend, up to the school's enrollment capacity.

McKinney-Vento Homeless Assistance Act

The Charter School 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.

The Charter School 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.

**Section 2: Describe any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes.**

**Attendance Requirements**

VACHS abides by California Education Code § 47605 (d)(1) and does not charge tuition. VACHS shall not discriminate against any student 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.

**Section 3: Describe the efforts the school will employ to recruit academically low-achieving, economically disadvantaged students, and special education students.**

**Efforts to Recruit Categories of Students**

By charter school law, VACHS has open admission for any student who seeks to enroll in our academic program. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with IEPs enroll, it is the school’s policy to collect any and all information pertaining to the student’s IEP. VACHS is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in high school and college. We have proposed our location in a community where on average 80-95% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to high school students in the communities of Panorama City, Arleta, Pacoima, and North Hollywood.

Our school recruiting team conducts student outreach activities from December through August annually. A variety of techniques are utilized including postering, flyering, local school visits, community-based organization visits, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising in Los Angeles-based English and Spanish publications. In order to ensure we attract low-achieving, economically disadvantaged and special education students, we conduct our outreach in communities with similar demographics. VACHS marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance.
When students with Individualized Education Plans (IEPs) enroll, it is the school’s policy to collect any and all information pertaining to the student’s IEP, in that VACHS can provide all necessary and timely services.

**Section 4: Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:**

Our admissions process begins with the submission of an application at any time during the year. Once a student is offered a space in the school, families must complete an enrollment packet. In the late spring and summer months, families attend a “Welcome Meeting” where the school culture and academic policies are reviewed prior to the first day of school. At this orientation, students and parents are required to sign our Commitment to Excellence Form. Parents acknowledge that they will be actively involved in their child’s education, both at home and at school. School staff is flexible and reasonable in working with parents to determine various ways that they can be supportive of their child’s education.

**Summary of Valor Academy Charter High School’s Application Process**

1. Open Enrollment Period (January through March).
   a. Recruitment/Informational Meetings.
   b. Completion of application packet also available online.
2. Random Public Drawing (sometime in April if necessary).
   a. Lottery (if necessary).
   b. Notification of families.
3. Paperwork (within two weeks of lottery).
   a. Acceptance letter signed and mailed to school by parent/guardian.
   b. Completion of all necessary paperwork, including but not limited to:
      1. Proof of age.
      2. Immunization records.
      3. Home language survey.
      4. Emergency medical information.
   4. Welcome Meeting (May-August).
      a. Parent & Student attendance at Welcome Meeting.
      b. Parent and student signature of school Commitment to Excellence.

33 See sample application in Tab12.
34 See enrollment packet in Tab 12.
PART A: The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.

Open Enrollment

All students interested in attending VACHS are required to complete an application packet and submit this application directly to the school before the annual deadline. Applications are available online and at the school site during a publicly advertised open enrollment period each year, generally beginning the first business day after early January and continuing through late March. Submitted applications are date-and-time stamped and student names added to an application roster to track receipt.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications which exceed available seats. In this event, the school holds a public random lottery to determine enrollment for the impacted grade level. The public is notified of the random drawing through written notices posted via our website which outlines admissions policies in the Admissions section and highlights the lottery process and timeline on the School Calendars and through verbal and email notification to all applicants at the time of their application submission.

PART B: The method the school will use to verify lottery procedures are fairly executed.

Method

The lottery is led by our Outreach Coordinator. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish. The names of each prospective student are put on cards that are of equal size and shape. The cards indicate if the applying student has any siblings that are applying for admission the same year. The name on each card is read as it is placed into a container or lottery device that randomly mixes the cards. The person leading the lottery draws the cards one at a time and reads the name on the card. As each card is pulled it is posted visibly on a display in the order it was chosen. Names are given a numerical ranking based on the order they were chosen. The drawing continues until all cards have been drawn and all names have been assigned a numerical ranking. These rankings are recorded in an electronic database that is double checked by the lottery official.

Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries take place on the same day in a single location. Lotteries are conducted in ascending order beginning with the lowest applicable grade level. Due to preference given to students as listed below in Admissions Preferences, if a card is drawn that indicates said student, the student will be assigned the next available numerical ranking for the appropriate grade level.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are published in English and Spanish and are posted online and in hard copy in public locations. Results are also mailed to all applicants and follow up phone calls are made by the Outreach Coordinator.
Admission to the school is offered to pupils according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families who are offered admission have two weeks to confirm in writing their intent to enroll by returning the Enrollment Packet to the Outreach Coordinator. Any families who decline admission or who fail to confirm lose their position to the next name on the waiting list.

The waiting list is kept on file at the school and is valid for the duration of the school year. The waiting list for VACHS rolls over year to year; parents who do not want their child to remain on the wait list provide, in writing, their request for removal. If no request is received, the student’s name remains on the waiting list. If a student withdraws or is expelled from the school, that seat is offered to the next person on the waiting list.

The lottery process is conducted through our Outreach Coordinator. Applications received after the end of the second week of January are not placed in the lottery, but is marked with the date and time of receipt and is added to the waiting list on a first come, first served basis. Families are notified of acceptance within 3 business days of the lottery and must accept enrollment for their students at VACHS within two weeks of the lottery’s results by returning the Enrollment Packet to the Outreach Coordinator.

**PART C: The timelines under which the open enrollment period and lottery will occur.**

**Timelines**

We accept applications for enrollment up until the last Tuesday of March in any given school year. In the event that we receive more applications than seats open for a particular grade, we conduct a public lottery to determine admission. In case we do have more available space, VACHS continues to accept all applications. If there is a lottery, it occurs sometime in April in a public space large enough to accommodate all interested families, most likely at the school.

**PART D: The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.**

The lottery will takes place at Valor Academy Charter High School once the location of the facility is determined. Until then, the lottery for Valor Academy Charter High School will take place at Valor Academy Charter Middle School. Currently, the middle school is located at 8755 Woodman Ave. Arleta CA 91331. The lottery process is open to the public.

**PART E: The date and time the lotteries will occur so most interested parties will be able to attend.**

**Time of Lottery**

The lottery date for the 2011-12 school year is scheduled for some time in April, based upon the need for a lottery. If there is no need for a lottery because VACHS is under-enrolled, no lottery will take place. If there needs to be a lottery, it is publically announced and all steps mentioned above will also follow. The lottery will be held sometime between the hours of 6pm and 8pm on a weeknight.
PART F: The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.

Admission Preferences

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

After the initial year of school operation, existing pupils of the charter school will be exempt from the lottery.

1. Sibling(s) of current Valor Academy Charter High School students will be exempt from the lottery.
2. Children of VACHS founders and/or teachers and/or staff will be exempt from the lottery and admitted to the school as long as the number admitted by this exemption does not exceed 10 percent of total enrollment at VACHS.
3. In-District Students – in accordance with state law, Valor Academy Charter High School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries by having their names submitted twice in the lottery pool (a weighting of 2:1).
4. Other California residents.

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

After the lottery, student applications are processed on a first-come, first-served basis as additional seats become available. A waiting list is implemented when the number of applications exceeds the enrollment capacity. Waiting list priority is given to siblings of students, to children or wards of Valor employees and then to other California residents.

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

Waiting List

The waiting list is established from the applications that do not receive admission and is used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the Office of Advancement staff contacts the family at the top of the wait list by telephone and/or emails to offer their student admission to the school. The student and family has two business days to either come in person or contact the School Office by phone or email to secure admission. Should the family decline the seat or fail to respond within 48 hours, the next family
on the list is contacted until the open position is filled. Students who submit applications after the deadline are added to the end of the waiting list in the order received.

**PART I: The records the school shall keep on file documenting the fair execution of lottery procedures.**

Copies of all application packets, lottery results and waiting lists are readily available for inspection at the school office. The school has developed a Lottery Policy document that has been approved by Valor Academy Charter High School’s Board of Directors. It is available to the public at any time by contacting the Office of Advancement.

Acceptance letters are distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, are notified by mail. All admitted students must return acceptance letters within two weeks of the lottery to secure their seat.

**Attendance Accounting**

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

VACHS provides to LAUSD the following information for each academic year:

- Norm Day Classification.
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations.
- Total School Enrollment.
- List of Emergency Credentialed Teachers in non-core subjects.
- Number of Students by Grade Level.
- Unfilled Classroom Teacher Positions.
- Number of Students by Ethnicity & Grade Level.
- Number of Students Living Outside LAUSD Attendance Area.
ELEMENT 9: FINANCIAL AUDITS

“The manner in which an annual, independent financial audit 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 Section 47605(b)(5)(I)

Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs. Caine & Caine
Section 1: Ensure that annual, independent financial audits employing generally accepted accounting principles will be conducted.

Independent Charter Status

VACHS is a fiscally independent, directly funded charter school.

Assurance

Each fiscal year an independent auditor conducts an audit of the financial affairs of VACHS to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and to review the school’s internal controls. VACHS retains auditors to conduct independent financial audits, which employs generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

To the extent required under the applicable federal laws for audits of the major federal programs, the audit scope expands to include items and processes specified in any applicable U.S. Office of Management and Budget (OMB) Circulars.

The financial audits are conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audits assure that the school’s money is being handled with responsibility and that financial statements conform to the Government Accounting Standards. Audit exceptions and deficiencies are resolved in conference with the auditor to the satisfactions of the auditing agency prior to the completion of the auditor’s final report. Audit exceptions and deficiencies are resolved to the satisfaction of LAUSD. The first financial audit is completed approximately three months after the last day of the school’s first complete year. VACHS provides LAUSD with final audit results within 60 days of completion or December 15th, whichever is earlier.

In addition, financial statements audited by a Certified Public Accountant are submitted to the District within four months following the close of the fiscal year.

Section 2: Describe the manner in which audit exceptions and deficiencies will be resolved.

Resolving Exceptions and Deficiencies

Valor Academy Board Finance Committee reviews any audit exceptions or deficiencies and report recommendations to the full Board as to how these have been, or will be, resolved. Valor Academy Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.
Section 3: Describe the plans and systems to be used to provide information for an independent audit.

Annual Audit

Adequate cash flow for VACHS is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Executive Director and Controller regularly prepare financial reports, including balance sheets and cash flow statements that the Board of Directors reviews during their board meetings. The Head of Schools and back office maintain financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

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

Any audit exceptions or deficiencies are resolved prior to the end of the subsequent fiscal year in consultation with the auditing agency and members of the school’s administration and/or Board Members, and is resolved to the satisfaction of the Los Angeles Unified School District. The Board of Directors furnishes the final audit results to the Los Angeles Unified School District, the Los Angeles County Superintendent of Schools, the California Department of Education and the State Controller’s Office no later than December 15th.

VACHS and the Los Angeles Unified School District jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, Los Angeles Unified School District and VACHS jointly coordinates an annual site visitation procedure to enable the District to independently confirm the school’s performance and compliance with the terms of its charter.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School 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

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

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School 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 Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

VACHS will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: STUDENT EXPULSIONS

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

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
Section 1: Describe rules and procedures for suspension and expulsion that are consistent with state and federal law:

Part A: Grounds for Suspension

VACHS does not use at-home suspensions unless a student poses a clear and present danger to students, faculty or staff. Suspensions shall be initiated according to the following procedures:

1. Conference
   a. Suspension is preceded, if possible, by a conference conducted with the Dean of Student Affairs with the student and his or her parent(s) and, whenever practical, the teacher, supervisor or school employee who referred the student. If a student is suspended without this conference, both the parent/guardian and student is notified of the student’s right to return to school for the purposes of a conference.
   b. At the conference, the pupil is informed of the reason for the disciplinary action and the evidence against him/her and is given the opportunity to present his/her version and evidence in his/her defense.

2. Notice to Parents/Guardians

At the time of suspension, the Dean of Student Affairs 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 is notified by phone and then in writing of the suspension and the date of return following the suspension. This notice states the specific offense committed by the student. In addition, the notice states the date and time when the student may return to school. If the Dean of Student Affairs or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days and shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Principal Teacher or designee, the pupil and the pupil’s guardian or representative is invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made by the Principal Teacher or designee upon either of the following determinations:
   a. The pupil’s presence is disruptive to the education process; or
   b. The pupil poses a threat or danger to others.

Upon either determination, the pupil’s suspension is extended pending the results of an expulsion hearing. Students will be provided with a packet of assignments to complete during suspension and will be expected to make up all missed assignments, projects, and assessments within three schools days of returning to school.
Part B: Grounds for Expulsion

VACHS informs parents and students of all discipline policies and procedures, including grounds for suspension, expulsion, and due process, through the annual Student and Family Handbook. The Principal teacher shall automatically recommend expulsion for the following Mandatory Expellable Offenses:

Mandatory Expellable Offenses—Non-discretionary

1. Possessing, selling, or otherwise furnishing a firearm or explosive.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance as defined by Education Code
4. Committing or attempting to commit a sexual assault.

A student may be expelled for prohibited misconduct, if the act is related to school activity or school attendance occurring anytime including but not limited to any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the school campus.
d) During, going to or coming from a school-sponsored activity.

May Expel – Discretionary Offenses

Students may be expelled or suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except in self-defense.
2. Possessed, sold or otherwise furnished any knife or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee with the Principal Teacher or designee’s concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Engaged in any form of dishonesty (lying, cheating, or stealing).
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. 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.

15. 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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.

17. Engaged in or attempted to engage in haz ing of another.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

19. Made terrorist threats against school officials and/or school property.

20. Committed sexual harassment.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

22. Committed any repeated willful violation of the suspendable offenses as specified in the student handbook.

23. 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.

24. Any other serious violation of school policy regarding student conduct or behavioral expectation as set forth in the student handbook.
Part C: General Discipline Policies in Place at the School

Student Handbook

VACHS has implemented a comprehensive connections policy, which is outlined in more detail in the Student Handbook (SHB). All students and parents receive and acknowledge the stipulations written in the SHB upon enrollment. The policy clearly describes the school’s expectations regarding attendance, mutual respect, violence, safety and work habits. The policy is not discriminatory, arbitrary or capricious and follows the general principles of due process.

The connections policies are subject to review and revision by VACHS’ Governing Board. When a policy is violated, it may be necessary to suspend a pupil from regular classroom instruction and/or expel a pupil from the charter school.

Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. By signing the school’s handbook acknowledgement forms (Commitment to Excellence Form), the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the connection policy. The policy defines student responsibilities, unacceptable behavior and the ways that the school attempts to connect students and their parents to the school’s culture and expectations.

Our suspension and expulsion policy is only needed when all of the connection attempts outlined in the SHB have been exhausted or when an immediately expellable offense (drugs, violence, or weapons – as defined in the SHB) has put our school community in danger.

Part D: How The District’s Discipline Foundation Policy will be implemented

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

35 See Appendix (Tab 6, Section F) for the Student and Family Handbook.
Part E: Suspension and Expulsion Procedures

Expulsion Procedures

Students recommended for expulsion are entitled to an evidentiary due process hearing to determine whether the student should be expelled. Unless postponed upon parent request and for good cause—e.g. parent needs additional time to prepare—the hearing shall be held within thirty (30) school days after the Principal Teacher recommends the pupil for expulsion. A hearing will only be held when by the student’s parent or guardian in writing or by telephone to the Principal Teacher or Dean of Student Services. The Principal Teacher makes a recommendation to disciplinary administrative panel for a final decision whether to expel. The panel should be comprised of at least three members of the Bright Star Board of Directors; the Principal Teacher is not part of this panel. The hearing is held in a private and confidential setting. Should the parent or guardian appeal the decision to expel, the Bright Star Board of Directors, minus the three members of the original panel, shall hear the appeal.

Written notice of the hearing is forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it is deemed served upon the pupil. The notice shall state or describe:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of VACHS’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Record of Hearing

A record of the hearing is made and may be maintained by any means, including electronic recording, as long as a reasonably accurate record or minutes of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel is based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the panel determines that
disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the panel is in the form of written findings of fact based on substantial evidence and an expulsion order if applicable. The panel makes a final determination regarding the expulsion. The final decision by the panel is made within ten (10) school days following the conclusion of the hearing. The panel’s decision may be appealed within 10 days to the VACHS Governing Board which will meet to hear the appeal within 30 days of the parent requesting an appeal. In order to appeal the panel’s decision to expel, the parent must initiate the process by contacting the Principal Teacher or Dean of Students Services in writing or by telephone. Appeal hearings are conducted according the same procedures as the initial hearing.

If the panel decides not to expel, the pupil is immediately returned to his/her educational program on a probation agreement to be presented by the Principal Teacher or designee and

Special Procedures for Expulsion Hearings Involving Bullying and/or Sexual Assault or Battery Offenses

VACHS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which is examined only by the panel members. Copies of these sworn declarations, edited to delete the name and identity of the witness, is available to the pupil.

1. The complaining witness in any bullying and/or sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to:
   a. Receive five days notice of his/her scheduled testimony;
   b. Have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and
   c. Elect to have the hearing closed while testifying.

2. VACHS must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. The person presiding over the hearing may remove a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, VACHS must present evidence that the witness’ presence is both desired by the witness and will be helpful to VACHS. The panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official from the panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Written Notice to Expel

The Principal Teacher or designee, following the Bright Star Schools disciplinary panel’s decision to expel, sends written notice of the decision to expel, including the Bright Star Schools Governing Board’s adopted findings of fact, to the student or parent/guardian within three business days. This notice also includes the following:

1. Notice of the panel’s findings and expulsion order.

2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with VACHS.

3. Notice of student’s reinstatement eligibility review date, a copy of the student’s rehabilitation plan, and notice of appeal rights and procedures.

The Principal Teacher or designee sends a copy of the written notice of the decision to expel to the student’s district of residence. This notice includes the following:

1. The student’s name.

2. The specific expellable offense committed by the student.
Disciplinary Records

VACHS maintains records of all student suspensions and expulsions at the Charter School. Such records are made available to the District upon request.

Expelled Pupils / Alternative Education

The Charter School is responsible for facilitating post expulsion placements and enrollment by contacting LAUSD Expulsion Unit, providing parents with contact information for the Expulsion Unit and clearly explaining next steps to parents, and/or connecting the family with another charter school that can and will serve the student.

PART F: District required language regarding discipline of special education students

Special Education Discipline

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School 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 the Charter School 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, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

PART G: Due process rights of students who are suspended or expelled, including the appeals process to be used by parents/guardians who dispute the school’s expulsion decisions

District Required Language

Charter School shall 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 to the board committee.

Charter School shall 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.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. If the student receives or is eligible for special education, the Charter School shall 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 Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

a. pupil’s last known address,
b. a copy of the cumulative record,
c. transcript of grades or report card,
d. health information,
e. documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed,
f. student’s current educational placement,
g. copy of parental notice expulsion,
h. 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

i. if the Student is eligible for Special Education, the Charter School 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, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

Right to Appeal

The panel’s decision may be appealed within 10 days to the VACHS Governing Board which will meet to hear the appeal within 30 days of the parent requesting an appeal. In order to appeal the panel’s decision to expel, the parent must initiate the process by contacting the Principal Teacher or Dean of Students Services in writing or by telephone. Appeal hearings are conducted according the same procedures as the initial hearing. Should the parent or guardian appeal the decision to expel, the Bright Star Board of Directors, minus the three members of the original panel, shall hear the appeal.

If the panel decides not to expel, the pupil is immediately returned to his/her educational program on a probation agreement to be presented by the Principal Teacher or designee and approved by the panel.
Expelled Pupils/Alternative Education

Pupils who are expelled are responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

Part F: Procedures for rehabilitation and readmission

District Required Language

Charter School shall 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 to the board committee.

Charter School shall 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.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. If the student receives or is eligible for special education, the Charter School shall 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 Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

a. pupil’s last known address,
b. a copy of the cumulative record,
c. transcript of grades or report card,
d. health information,
e. documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed,
f. student’s current educational placement,
g. copy of parental notice expulsion,
h. 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
i. if the Student is eligible for Special Education, the Charter School 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, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

**Outcome Data**

Charter School shall 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**

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

**Reinstatement**

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

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: RETIREMENT PROGRAMS

“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.” Ed. Code Section 47605 (b)(5)(K)

When the Principal sneezes, the whole school catches a cold. **Todd Whitaker**
Section 1: Identify, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system.

Assurances

VACHS makes any contribution that is legally required of the employer, including STRS, 403b, Social Security and unemployment insurance. Valor Academy sets salary scales and benefits, working conditions, calendars, holidays, vacations, work days and the work year. When appropriate, the Board may obtain feedback from the school community (i.e. administrators, teachers, parents) on these items.

Valor Academy' controller is responsible for working with any applicable vendors (i.e., payroll companies, etc.), to ensure that the following retirement program data, paperwork and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

State Teachers’ Retirement System (STRS)

VACHS’ certificated teachers and eligible administrators is a part of the State Teachers' Retirement System, (STRS). Employees accumulate service credit years in the same manner as all other members of STRS. Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System (STRS). Participating employees contribute the required percentage (currently 8% of salary), and BBSCA contributes the employer’s portion (currently 8.25%) required by STRS. Retirement data is reported and payments are made via the Los Angeles County Office of Education (LACOE) in accordance with procedures established by STRS.

Classified Personnel

For non-certificated, full-time employees, the school contributes to Social Security and a 403(b) account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.

Reporting

Retirement reporting is contracted out to a qualified service provider, however, the Controller is responsible for ensuring that such retirement coverage is arranged. VACHS forwards any required payroll deductions and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.
ELEMENT 12: ATTENDANCE ALTERNATIVES

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

One of the tests of leadership is the ability to recognize a problem before it becomes an emergency. Arnold H. Glasow
Section 1: Describe attendance alternatives for students consistent with District policy for intra-District attendance.

LAUSD high schools in the Arleta / Panorama City / North Hollywood neighborhood include:

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arleta HS</td>
<td>14200 Van Nuys Blvd., Arleta, CA 91331</td>
<td>(818)686-4100</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>9229 Haskell Ave. North Hills, CA 91343</td>
<td>818.830.4200</td>
</tr>
<tr>
<td>Panorama HS</td>
<td>8015 Van Nuys Blvd, Panorama City, CA 91402</td>
<td>818-909-4500</td>
</tr>
<tr>
<td>Polytechnic HS</td>
<td>12431 Roscoe Boulevard, Sun Valley, CA 91352</td>
<td>(818) 394-3600</td>
</tr>
</tbody>
</table>

Public high schools of choice in the Arleta / Panorama City / North Hollywood neighborhood include:

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Charter</td>
<td>11500 Eldridge Avenue, Lake View Ter, CA 91342</td>
<td>(818) 485-0951</td>
</tr>
<tr>
<td>Early College HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Charter</td>
<td>12550 Van Nuys Boulevard, Pacoima, CA 91331</td>
<td>(818) 897-1187</td>
</tr>
<tr>
<td>Prep #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakeview Charter HS</td>
<td>1218 4th Street, San Fernando, CA 91340</td>
<td>(818) 559-7699</td>
</tr>
<tr>
<td>Lakeview Charter HS</td>
<td>1218 4th Street, San Fernando, CA 91340</td>
<td>(818) 559-7699</td>
</tr>
</tbody>
</table>

Section 2: Inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District

In case of a desire to transfer, enrollment at VACHS does not guarantee a student admission at any non-charter district school, except to the extent that such a right is extended by the District.

Section 3: District required language regarding attendance alternatives

Pupils who chose not to attend VACHS 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.
ELEMENT 13: EMPLOYEE RIGHTS

“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)

Failure is not fatal but failure to change might be. John Wooden
Section 1: Outline LAUSD employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.

Employee Rights

Leave and return rights for union-represented employees who accept employment with the charter school 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: DISPUTE RESOLUTION

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

Frederick Douglass taught that literacy is the path from slavery to freedom. There are many kinds of slavery and many kinds of freedom. But reading is still the path. Carl Sagan
Section 1: District required language regarding dispute resolution to be provided to the petitioner by the District.

Dispute Resolution

The staff and governing board members of Bright Star Schools agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Bright Star Schools, except any revocation proceeding under Education Code section 47607(c), (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Bright Star Schools shall be resolved in accordance with the procedures set forth below:

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: Valor Academy Charter High School
                    c/o School Director
                    2636 S. Mansfield Ave.
                    Los Angeles, CA 90016

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

A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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 attorney’s 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 may be administered in accordance with the mediation rules or guidelines of the American Arbitration Association, or otherwise by agreement of the parties.

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

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

To know what to leave out and what to put in; just where and just how, ah, THAT is to have been educated in the knowledge of simplicity. Frank Lloyd Wright
Section 1: State clearly whether the school will be the exclusive employer for the purposes of collective bargaining.

Bright Star Schools, as the Charter Management Organization for Valor Academy Charter High School, is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). As such, Bright Star Schools complies with all provisions of the Educational Employment Relations Act and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted.
ELEMENT 16: CLOSING PROCEDURES

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

We cannot teach people anything; we can only help them discover it within themselves.

Galileo Galilei
Section 1: District required language regarding revocation, renewal, and closure procedures to be provided to the petitioner by the District.

In the event of school closure, the assets and liabilities of the school will be disposed of by the Bright Star Schools Board of Directors to another charter school, non-profit corporation or educational entity in accordance with the asset disposition provisions of the school’s bylaws and in compliance with the Disposition of Liabilities and Assets procedures in the charter. The Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed by the bylaws, and the Board treasurer shall ensure that a final audit of the school’s assets and liabilities is performed. Material assets covered under the lease agreement with the chartering agency revert to custody of the agency. Only unrestricted funds will be used to pay creditors in respect to regulations stating that categorical funds including AB 602 funds from LAUSD must be returned to the source of the funds.

Revocation

The District may revoke the charter if VACHS 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 the VACHS if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the VACHS in writing of the specific violation, and give the VACHS 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.

Charter Renewal

VACHS must submit its renewal petition to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

Closure Action

The decision to close Valor Academy Charter High School either by the Valor Academy Charter High School 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 Charter School board votes to close the Charter School; 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 the Valor Academy Charter High School will be issued by Valor Academy Charter High 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 the Valor Academy Charter High School 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 the Valor Academy Charter High School 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 the Valor Academy Charter High School 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**

VACHS 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 Student Identifier (SSID), birth date, 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.

VACHS 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 the Valor Academy Charter High School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Valor Academy Charter High School will be the responsibility of the Valor Academy Charter High School and not LAUSD. Valor Academy Charter High School understands and acknowledges that Valor Academy Charter High School will cover the outstanding debts or liabilities of Valor Academy Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Valor Academy Charter High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Valor Academy Charter High School participates, and other categorical funds will be returned to the source of funds.
Valor Academy Charter High School 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 Valor Academy Charter High School 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 Valor Academy Charter High School 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 VACHS’S right to operate as a Charter School or cause Valor Academy Charter High School to cease operation. Valor Academy Charter High School 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.

Facility

District-Owned Facilities: If Charter School 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, Charter School 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 Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School 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.

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 Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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.** Charter School 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 Charter School.

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

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

• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School 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 Charter School.

  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:**

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school 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 charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:**

The charter petitioner 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. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of 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:**

The school 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

**Asbestos Management:**

The charter school 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.
Integrated Pest Management Plan

VACHS shall follow current LAUSD’s Integrated Pest Management (IPM) policy that was approved by the Los Angeles Board of Education in March 1999. It is the goal of the school to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment and property. The IPM Policy detailed below focuses on long-term prevention and gives non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides where possible. Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions and low-risk methods of use. The school notifies parents, employees and students of all pesticides applications using the following guidelines:

- Parents or guardians will receive notification of pesticide use. The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal work indicating the toxicity category of the pesticide, a contact name and number for more information and the availability of further information in the Main Office.

- Parents or guardians should notify the HROM overseeing facilities on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and as a result, if they desire to be notified of all pesticide applications.

- Signs shall be conspicuously posted around any area at least 72 hours before and for five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. In the event of an emergency as determined above, posting will go up at the time of the application.

Assurance

VACHS has developed a school safety plan and it is kept on file for review. VACHS implements a comprehensive set of health, safety and risk management policies; created in consultation with our insurance providers and public safety agencies, and in compliance with local, state and federal laws. At a minimum they address the following areas:

- Staff submission to a criminal background check and provision of a criminal record summary as required in Education Code § 44237;
- Use and upkeep of safe school facilities;
- Furnishing and maintenance of facilities in a secure and clean manner;
- Safe use and storage of custodial products and other hazardous materials;
- Safe food preparation and storage according to federal guidelines;
• Bus and car transportation of students only with insured, licensed drivers;
• Safe storage of all custodial and maintenance materials;
• Safe storage of any hazardous materials required to be kept on campus;
• Child abuse reporting procedures;
• Staff submission to a medical exam and results of a current Mantoux Tuberculosis (TB) test;
• Student provision of immunization records, to the extent required of pupils enrolled in non-charter public schools;
• Procedures for authorization, correct administration, and locked storage of students’ prescription medication;
• Procedures in the event of natural disasters such as fires and earthquakes;
• Procedures in the event of bomb threats or disasters caused by humans;
• Regular execution of fire and earthquake drills
• Completion of a thorough evacuation plan, including procedures for parents
• Appropriate training of instructional and administrative staff in emergency response;
• Provision to staff of an emergency kit that includes critical emergency phone numbers, the school’s emergency plans and procedures, emergency response guide, and an emergency medical kit;
• Prevention of contact with blood-borne pathogens;
• The school as a drug, alcohol, and tobacco-free workplace;
• Instruction in health education at the seventh grade level; and
• Among the many health and safety laws that need to be followed is the Healthy Schools Act – California Education Code Section 17608, which details pest management requirements for schools.

All school staff and faculty are trained annually on the safety procedures outlined in the plan. These procedures include: fire, earthquake/natural disaster, bomb/terrorist threat, etc. Please reference VACHS’s School Safety Plan located on site.
Conclusion
The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The founding team of Bright Star Schools is honored by the opportunity to apply for charter renewal that will continue to serve families in Los Angeles and is eager to work with the District to provide the best possible educational opportunities for all students.