Village Charter Academy

2014 - 2019
Charter Petition
VILLAGE CHARTER ACADEMY

A CHARTER SCHOOL INITIAL PETITION

Presented to:

The Los Angeles Board of Education

Submitted September 13, 2013

Approved for a term of five (5) years

to ___________________________

Prepared in compliance with the terms, conditions and requirements of California Education Code Section 47600 et seq.

Submitted by the Village Charter Academy (A California Non-Profit Benefit Corporation) in cooperation with the Charter Development Team, parents, teachers, and staff.
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AFFIRMATIONS AND ASSURANCES*

The Board of Directors of VCA hereby certifies that the information submitted in this petition for a California public charter school to be named the Village Charter Academy (VCA) is transparent and true;

The Board furthermore certifies the following affirmations and assurances:

Village Charter Academy shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

- Comply with all regulations, reporting and processes associated with the Charter School Accountability Plans under the Local Control Funding Formula Ed. Code 47606.5
- Be deemed the exclusive public school employer of the employees of the Charter Schools for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section
Adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the American with Disabilities Act of 1990 (“ADA”).

Meet all requirements for employment set forth in applicable provisions of the law, including, but not limited to credentials, as necessary.

Ensure that teachers in the Charter School hold a Commission of Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold.

Require its teachers of core academic subjects to meet and/or exceed requirements for “highly qualified teachers” as defined by the State Board of Education.

Not hire any person, in a certificated, classified or contracted position who has been convicted of a violent or serious felony except as otherwise provided by law.

Maintain at all times, all necessary and appropriate insurance coverage.

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

Follow any and all other federal, state, and local school law and regulations that apply to the Charter School including but not limited to the following:

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education program.
- The Charter School shall comply with any jurisdictional limitations to the location of its facilities.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School shall serve students with disabilities with the IEP Process the same manner as such students are served in other public schools.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.
The Charter School shall adhere to the District’s reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports.

- The Charter School shall meet the requirements of Education Code 47611 regarding the State Teachers’ Retirement System.
- The Charter School shall meet the requirements of the Government Code Section 3540-3549.3 related to collective bargaining in public education employment.
- The Charter School shall meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.

- Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.
- Promptly respond to all reasonable inquiries from the District, the County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

CHARTER SCHOOL INTENT AND CHARTER SCHOOL REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, students, 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 student learning.

VCA provides students and parents with a leading edge, K-5 school with a unique and innovative focus that implements a student-centered curriculum based on success for a diverse student body and aligned to the Common Core Curriculum Standards and the Core Knowledge Sequence. Core Knowledge provides all students, including English language learners, students achieving below grade level and special education students, with knowledge-based instructional program that uses a coherent, cumulative and content-specific curriculum. The integration of the Common Core Curriculum Standards into a content rich curriculum predicts a high level of achievement for the diverse students served by Village Charter Academy.

The mission of the Core Knowledge Foundation is to increase excellence and equity for all children and “the simple, but powerful underlying premise of Core Knowledge - that knowledge builds on knowledge - remains unchanged. Nearly all of our education goals for education - greater reading comprehension, the ability to think critically and solve problems - are a function of the depth and breadth of our knowledge.” (2010)

An integrated and major strand of instruction in the visual and performing arts provides all students with learning experiences that address students learning styles. The value of a strong arts program enhances learning for all students and has been successful with second-language and special education students where instruction is presented in multiple modalities.
VCA’s commitment to a small school and class sizes provides more resources for individualized teaching, project-based assessment, learning culminations and active learning. Research indicates that small K-5 schools are often more successful to a large one in the areas of student attitudes, social behavior, attendance, a sense of belonging to a learning community and often results in higher standardized test scores (New York Times, September 12, 2004). Active parent and community participation is critical to our program design and implementation. Parents are encouraged to work as volunteers in the classroom weekly under teacher supervision, while others assist the teachers and support the program in other capacities that builds a sense of the village concept where all adults are responsible for the success of each child. With extensive involvement from parents and the wider community, VCA teachers are able to provide a more engaging instructional program where all children succeed.

**Encourage the use of different and innovative teaching methods.**

VCA’s purpose is to engage each student within a success-driven, supported learning environment using a wide variety of innovative methods such as inquiry/project-based learning, enriched and extensive arts programs, integrated science and social studies, collaborative learning, technology-supported instruction and assessment, “hands on” learning experiences, and participation in culmination presentations. With the Core Common Standards/Core Knowledge framework for our instructional program, the innate curiosity, joy, and enthusiasm for learning will continue to move VCA in other areas of innovation.

**Create new professional opportunities for teachers, including the opportunity to be responsible for the learning programs at the school site.**

VCA teachers have the resources and freedom to design and implement innovative curriculum delivery to meet the individual learning needs of each student. A comprehensive professional development model supports our highly qualified teaching staff and develops responsibility for the learning program and student success. VCA teachers have an active role in governance through the Academic Excellence Committee, working in partnership with staff, parents and the community. They also have the opportunity to grow professionally through additional school leadership opportunities.

**Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.**

VCA will offer all interested parents the opportunity to enroll their children in a small school that is aligned to the Core Curriculum Standards and the Core Knowledge Sequence that implements a learning program designed for the success of all students.

**Hold the schools established under this part accountable for meeting measurable student outcomes, and provides the schools with a method to change from rule-based to performance-based accountability systems.**

VCA implements a comprehensive model of assessments that include a wide variety of assessment tools that may include periodic benchmark tests, performance-based assessments, student portfolios, projects and presentations, narrative reports, Core Knowledge tests, and annual student and parent surveys, in addition to state-mandated standardized testing.
Provide vigorous competition with the public school system to stimulate continual improvements in all public schools.

VCA is committed to offering progressive, high quality alternatives to the surrounding district with a public charter school status. In pursuing and developing innovative programs, curriculum and delivery methods, it is our goal to share and support schools within the district through learning fairs, VCA offered workshops and cross-district articulation.

The Charter Schools Act (Education Code Sections 47600 et seg.) requires each charter school to have a Charter that outlines sixteen (16) mandatory items of the Act. In addition to the brief summary above, the following provisions of this Village Charter Academy Charter Petition meet the requirements of Section 476045 of the Act.

Founding Team


Jennifer Clark, Charter School Instructional Director, Administrator, M.A

Kerry Kletter, Charter School Teacher, Instructional Specialist, Administrator, M.A.

Heidi Sturm, Charter School Teacher, Performing Arts Specialist

John Sturm, Charter School Teacher, Instructional Specialist, GATE Instructor

See Appendix B3 for Resumes of Members of Founders Board

About the Development Team

We are a team of Charter Developers with over 15 years of individual experience in a successful charter school in the San Fernando Valley serving GATE, Special Education, ELL, and Title I students in a year-round school of over 1,300 students. We have extensive experience in curriculum and policy development, finances, recruitment and hiring of personnel, employee training and evaluation, ensuring student achievement, and community outreach.
Resolution of the Academy Board of Directors
Village Charter Academy
5660 Valley Circle Blvd
Woodland Hills, Ca 91367
818-888-6658

WHEREAS, the Academy Board wishes to present the Village Charter Academy Charter Petition to the Los Angeles Unified School District on September 13, 2013, for approval, the Academy Board will designate the following agents for the purposes of representing Village Charter Academy in the negotiations for approval.

BE IT RESOLVED, that the following individuals have the authority to represent the Board of Directors in the negotiations with the Los Angeles Unified School District, the Charter School’s Authorizer, for the purposes of seeking approval of the Charter School’s Charter Petition:

Diane Pritchard, Lead Petitioner
Kerry Kletter, Instructional Director/Principal
Jennifer Clark, On-Site Fiscal Manager

[Signature]
Board President
Date: July 18, 2013

Board Secretary’s Certification

I certify that the foregoing resolution was duly adopted by the Academy Board of Directors at a meeting held on the 18th day of July, 2013 at which a quorum was present.

By: [Signature]
Board Secretary
Date: July 18, 2013
INTRODUCTION

“Each of us participates in several of these interlocking layers of the village. Each of us, therefore, has the opportunity and responsibility to protect and nurture children. We owe it to them to do what we can to better their lives every day—as parents and through the myriad choices we make as employers, workers, consumers, volunteers, and citizens. We owe it to them to set higher expectations for ourselves. We must stop making excuses for why we can’t give our children what they need at home and beyond to become healthy, well-educated, empathetic, and productive adults.

Nothing is more important to our shared future than the well-being of children. For children are at our core—not only as vulnerable beings in need of love and care but as a moral touchstone amidst the complexity and contentiousness of modern life. Just as it takes a village to raise a child, it takes children to raise up a village to become all it should be. The village we build with them in mind will be a better place for us all.”

It Takes A Village And Other Lessons Children Teach Us, Hillary Rodham Clinton (1996)

Vision Statement
Students at Village Charter Academy, supported by the Charter’s Learning Community, will use their unique attributes to achieve a broad base of knowledge integrated with the arts and technology. In order to achieve success on a global scale and be well prepared as 21st century learners, Village Charter Academy will create a diverse community of engaged citizens who treat others with respect, value friendships, and demonstrate a work ethic that exemplifies perseverance and responsibility.

Mission Statement
Village Charter Academy will provide a powerful knowledge based curriculum where:

- students are motivated to recognize the strength in their abilities and gain confidence in their own successes;
- students feel respected and appreciated by their peers;
- students and educators collaborate to create a learning environment that promotes the willingness to share ideas, investigate, and take risks;
- well planned lessons are differentiated for multiple learning needs and access is created for all students to achieve the desired learning goals of the school;
- parents, educators, and students support a village of learning, which ensures success for all students.

The Village Charter Academy (VCA) is petitioning LAUSD to establish VCA as a start-up independent charter in the San Fernando Valley pursuant to Education Code Section 47605 from September 2014 through June 2019 for a five-year cycle.

VCA will be operated by the Corporate Board of Directors (Board of Directors) of the Charter School, a 501(c)(3), California non-profit benefit corporation utilizing the established and ongoing
governance and managerial infrastructure.

VCA will offer a high quality education that challenges and motivates each student to discover, strive for, and achieve his/her full personal potential. We believe that all children deserve challenging and comprehensive curriculum directed toward achieving global standards. We further believe that family involvement and commitment are essential to each child achieving his/her maximum potential. VCA will implement a strong curriculum, an innovative teaching model, ongoing assessment of progress and development of student potential, and will continue to require a commitment to high standards and a full partnership between families, learners and VCA. Working in partnership, teachers, staff and parents will inspire each child to reach his/her full potential. The Board, management, staff, and stakeholders believe that learning best occurs when students are provided with an educational program that challenges and motivates everyone to achieve his/her full potential.
ELEMENT 1: The Educational Program

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

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

- The contact address for Village Charter Academy is 5660 Valley Circle Blvd., Woodland Hills, CA 91367
- The contact phone number for Village Charter Academy is 818-888-6658
- The proposed address or target community of Village Charter Academy is Van Nuys, California, which is located in Los Angeles Unified School District Board District ___ and Educational Service Center ___.
- The term of this charter shall be from July 1,2014 to June 30, 2019.
- The grade configuration of Village Charter School is kindergarten through Grade 5.
- The number of students in the first year will be 250.
- The grade levels of the students in the first year will be kindergarten through grade 5.
- The scheduled opening date of Village Charter Academy is August 18, 2014.

The admission requirements include: California state residency is the only requirement for enrollment and VCA will admit all pupils who wish to attend the Charter School, subject only to capacity. If the number of pupils who wish to attend VCA exceeds capacity, attendance except for existing pupils of the Charter School, shall be determined by a public random drawing outlined in this Charter Petition.

If the number of applications does not exceed the capacity of the Charter School there will be no lottery, and all student who submitted qualified applications will be enrolled.

- The type of instructional calendar for Village Charter Academy will be a traditional calendar.
- The bell schedule for Village Charter Academy will be from 8:00 am to 3:00 pm.
- If space is available, traveling students will have the option to attend.

Educational Vision of Village Charter Academy

- Provide a rigorous, content and knowledge based education;
- Maintain a safe and supportive learning environment;
- Develop differentiated learning that is flexible, innovative, and demanding;
- Integrate community partnerships to support global learning;
- Inspire a love of learning through engaging instruction and active learning;
Empower parents by meaningful involvement opportunities at VCA;  
Produce self-motivated learners that work collaboratively; and  
Demonstrate a personal commitment to their own academic success.

Students Served at Village Charter Academy

Village Charter Academy will initially serve 250 k-5 students in Van Nuys, California in the San Fernando Valley region within the Los Angeles Unified School District. Village Charter Academy will expand each year of the charter to a total of 450 in year five.

The projected enrollment of VCA for the next five years:

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TRANSITIONAL KINDERGARTEN

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

In the fall of 2013, the Development Team will recruit students that reflect the demographics of the surrounding schools in the Van Nuys area. It is the goal of Village Charter Academy to serve an integrated student body that includes English language learners, Title 1 and special education students and other enrollees with diverse backgrounds, ethnicities, income, economic levels and household structures. The Village Charter Academy Development Team will recruit students that reflect the demographics of the surrounding target area.

The current LAUSD schools in our targeted recruitment area have the following demographics:

Van Nuys, an area of the city of Los Angeles, has a current population of 110,747 residents. The ethnicity of the residents in the area is as follows: Hispanic - 60%; Afro- American-6%; Asian-6% and; Other White-28%. The median household income is $41,134. 15% of residents 25 or older have a four-year degree. 40% of the residents 25 or older have less than a high school diploma. The median age is 28 with 24% of the residents of elementary age. 21% of the families are headed by a single parent. LAUSD schools in the target area - Kittridge, Valerio, Gault, Erwin, Anatola, Van Nuys, Sylvan Park -have a range of 84% - 100% participation in the Federal Free Lunch program as documented in the following chart.
The above free and reduced percentages will be reflected in Village Charter Academy’s student body with these schools in the primary area of our student recruitment beginning in the fall of 2013. Village Charter Academy will open in the fall of 2014.

Village Charter Academy will serve a wide range of student abilities and talents with a Core Knowledge Curriculum aligned to the Common Core Standards, supported by a strong arts strand, which is a research-proven (Deasy, 2002) successful approach for a wide range of student learning needs and abilities.

Village Charter Academy will be open to all students in grades K-5. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. VCA will recruit students in the Van Nuys area of the San Fernando Valley that is currently served by the Los Angeles Unified School District with a focus on the education of a diverse student body that includes English language learners, disadvantaged, low-performing, special education Title I and GATE students.
**Local Control Funding Formula**

Village Charter Academy will comply with all requirements of the Local Control Accountability Plan (see Element 2 for more details)

**An Educated Person in the 21st Century**

An educated person in the 21st century participates in society with compassion, empathy and knowledge of their potential to achieve and make a difference. An educated person in the 21st century has a large base of knowledge in the areas of history, science, literature, language arts, mathematics, the arts, technology, and social sciences that enables them to participate fully in an ever-increasing global community. He/She strives to treat others with respect, values friendships, and demonstrates a work ethic that exemplifies perseverance and responsibility.

An educated person in the 21st century demonstrates skills and abilities in academic, scientific, informational, multi-cultural and technology literacy as well as higher order thinking, global awareness and the ability to create high-quality products.

An educated person in the 21st century has the ability to adapt, is self-directed, displays curiosity and creativity, is a risk taker, and works well in a team environment with good interpersonal and communication skills.

“Our society cannot afford a two-tiered system in which the affluent have access to a superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity and fairness demands a strong foundation of knowledge for all learners.”

— E. D. Hirsch, Jr.

**How Learning Best Occurs**

Learning best occurs when students are exposed to a broad base of knowledge that is comprehensive and rigorous, combined with high-quality, engaging instruction. The implementation of the Core Knowledge curriculum at VCA provides all students with a coherent, cumulative, and content specific curriculum in a powerful instructional program designed to meet the learning needs of diverse student body. Students at Village Charter Academy will not only participate in a coherent sequence in history, the arts, literature, math and science but also a content-oriented language arts program integrated with the curriculum as a whole.

When students are motivated to recognize the strength in their abilities and gain confidence in their own successes, they will be able to use their successes as a foundation for future learning. The key to student motivation is a rich instructional program where students are engaged learners and excited about the classroom learning activities. Recognition in the forms of Student of the Month and Attendance
Assemblies, performances in the arts, participation in the community circles, leadership roles in the classroom, Core Virtues, peer tutoring, school-wide recognition assemblies, portfolio presentations, Open House and Back-to-School nights, and the school Honor Roll, are activities to recognize and validate these student successes.

When students feel respected and appreciated by their peers, they will gain confidence in their ability to contribute to the learning of others, as well as themselves. A community circle begins the school day with students previewing the daily schedule and setting individual learning goals for the day. At the end of each day, students gather again in a student-led community circle to reflect on their successes in meeting their goals set in the morning circle and to identify areas where additional instruction is needed. The community circle is also a vehicle to create a caring classroom community providing students with leadership opportunities to build problem solving and communication skills and an opportunity for peer support and recognition.

When students and educators collaborate, they create a learning environment that promotes willingness to share ideas, investigate, and take risks. A highly organized strategy of cooperative learning is a major instructional tool implemented in all classrooms where students share ideas, reflect on their learning in oral and written form, and work on group projects that are assessed by their peers. The process is highly defined and implemented in all grade levels, with all students trained in the process that promotes oral and written language and problem solving skills.

When the needs of diverse learners are met with well-planned lessons that are differentiated for multiple learning needs, access is created for all students to achieve the desired learning goals of each lesson. A comprehensive professional development plan implements training in differentiated instruction, special needs students, VCA’s Master Plan for ELL’s, learning modalities, second-language learners language development, assessment techniques for individual student program planning, GATE instruction, and the RTI process. Teachers meet weekly for lesson development and planning with the Circles of Inquiry process to examine student work.

When parents, educators, and students support a village of learning, this ensures success for all students. Village Charter Academy is a caring school environment where every staff member, student and parent is valued for his or her contributions to the Charter School. Staff and parents are meaningful involved in the decision-making process which is always focused on the mission and vision of the school. Student achievement is central to all decisions and funding. In a school where all students have success, where everyone is respected for their contributions, and where parents, students and staff are supported to develop their leadership skills a cohesive school is a reality.

**How the Goals of the Instructional Program Enables Students to Become Self Motivated, Competent, and Lifelong Learners**

The teaching of the Core Knowledge Sequence provides a strong foundational knowledge for all students, providing them with the skills needed to be competent learners and competitive with students from all socio-economic backgrounds. Students develop a wide range of knowledge that fosters a desire for lifelong learning. “Those who are skilled at diverse tasks in various domains are people who have managed to acquire broad general knowledge.” (Making of Americans, 2009, pg 219).
VCA will prepare students for the next grade level, middle, and high school, by providing a standards-based, content-rich curriculum. When students receive a strong foundation of content knowledge they are given the tools to broaden and deepen their knowledge. An articulation with feeder middle schools will ensure that VCA students transfer to the middle school with the skills and knowledge required for success.

**Typical Day at Village Charter Academy with the Charter School’s Vision Fully Implemented:**

The students at Village Charter Academy arrive at school on time each day, with completed homework and ready for classroom instruction. In school uniforms, students are welcomed by one of the Directors as they enter the designated entry gate with a reminder to put forth their best efforts for the day. The Director is there to greet parents and to also answer questions, to provide information on school events, and to encourage parents to participate in the classroom, school committees and other school-wide events. A table in the front of the school distributes parent information and newsletters. Parents are encouraged to take an active role in the children’s education, with a focus to make them feel welcome at Village Charter Academy. Parent volunteers sign-in in the main office. Notices of meetings and agendas, along with school events are displayed at the entry gate.

As students begin arriving at 7:30, they report to their assigned classrooms for independent work time. From 7:30 to 8:00, students work on homework, independent projects, library books, Accelerated Reader books, and other activities that contribute to a sense of responsibility for students’ own learning. The classroom teacher monitors students with assistance given where needed and with always positive feedback to students. All students are encouraged to take advantage of this independent time as part of the daily program as student start the day with positive and supportive learning experience.

All students at Village Charter Academy have access to the Federal Free and Reduced Meals Program. Students are served a healthy breakfast and lunch. The program is expanded into the classroom with instruction in nutrition and healthy meal choices. The nutrition instructional program is culminated each year with a “student salad cook-off” competition and an ABC salad bar luncheon provided by staff and parent volunteers.

When the bell rings at 8:00 am, classes report to the assembly area for the Student of the Month Assembly. Students are nominated monthly, one from each class, recognizing exemplary behavior that reflects the Core Virtue of the month. Teachers write and read a description honoring the class student of the month at the assembly to honor the child and the parents receive a certificate of recognition for supporting their child. These Student of the Month recognitions are displayed prominently in the school. Other recognitions that may be included in the Student of the Month assembly are good attendance and Accelerated Reader recognition. At the end of the assembly, the Director restates the Core Virtue of the month along with VCA’s daily encouragement “Make it a great day or not, the choice is yours.”

Teachers escort students to the classroom to begin the instructional day at the end of the assembly in an orderly manner with a minimum of lost time. Classroom procedures for the opening of the instructional day are clearly understood by all students. Homework is turned in with students gathering in the Community Circle. Students participate in a morning routine for their Community Circle that includes; “Music in the Morning” where students listen to excerpts from musical clips, discussing the genre, composer, and musical aspects of the piece; “Word of the Week” where students are able to review essential math and reading
vocabulary; “Core Virtues” where students have the opportunity to discuss literature that incorporates the virtues and discuss how students demonstrate those virtues. This time is also used to set the classroom goals for the day. A chart highlights: “What will we learn today, how do we know we have learned it, and what are the next steps.” This chart will be reviewed at the beginning and end of each school day with students in the Community Circle.

The classroom is attractive with displays of student work with rubrics, the Core Virtue of the month, the Village Academy Creed, and the day’s learning objectives and schedule. Common Core Standards are clearly displayed with the instructional standards for the day highlighted and reviewed each day prior to instruction and at the end of the day. Classrooms are highly organized with materials that support Core Knowledge and the Common Core Standards with accessibility for all students, including trade books, manipulatives, Accelerated Reader books, science materials, maps and atlases, a technology research center, and materials for second language learners. The classroom environment is highly organized, attractive and promotes a nurturing environment for all students. Clearly understood standards of classroom behavior and procedures are posted and systematically discussed with all students. Teachers implement effective classroom management that provides for a safe, attractive and supportive environment where respect and responsibility is valued and recognized by students and the classroom teacher.

As you walk through the kindergarten classroom, students are learning about touch as one of the five senses. They are integrating science with language arts skills, listening and speaking, and music appreciation. During this lesson, students view picture cards and listen to a biography of Ray Charles. They listen to his music, and discuss how Ray Charles uses touch to play the piano. They experience touching words written in Braille. The students work in cooperative groups to sort pictures that depict using the sense of touch.

When you leave kindergarten and travel through the first grade classroom, you will see the first graders beginning their lesson on Jamestown and the first colonists. They are working in cooperative groups to recognize the similarities and differences of earlier generations in such areas as work, dress, and games. The students are sequencing pictures and discussing the events that led to the First Thanksgiving. They then work in pairs to create a Flow Map. After completing their sequence and their group discussion, the students use their flow maps to address the common core writing standard of retelling two or more events using details and words that signal order.

Next door in a second grade classroom, the students are working in cooperative groups to create and act out math story problems. They use listening and speaking skills to tell math stories, act them out, identify the mode of operation, and solution to the problem. With the use of pencil and paper they draw models and write number sentences based on the stories. At the end of the lesson they change the stories to put unknown numbers in different positions, and critique each others’ thinking.

During recess, younger students are paired with older student “buddies”. The older students are trained on teaching the younger students how to play the games on the playground, resolve conflicts in a positive manner, recognize good behavior, and build a strong relationship that has social and behavioral benefits, as well as academic ones.

While visiting the third grade classrooms you see students beginning a unit on Norse mythology. The teacher introduces the reader “Gods, Giants, and Dwarfs” from the school-adopted Core Knowledge Language Arts program. The teacher is leading a discussion about Viking mythology, drawing on their
learning of Roman myths earlier in the year, and Greek myths from the Core Knowledge Sequence in second grade. The students work in pairs to browse the reader, and make predictions about what will be learned in this unit of study based on their previous learning. Each pair will report out their predictions to the class, which will be charted, displayed, and revisited throughout the unit of study.

The fourth graders are working on a chemistry unit. In this lesson, students are working in cooperative groups of four to build models of atoms. The class reviews previous learning on atoms, and the periodic tables. They are given materials such as marshmallows, toothpicks, and glue. The teacher directs the students to choose an element from the periodic table between 1-25 and to use what they know in order to build an accurate model of an atom. They will create a model using two modalities. The group uses the materials provided by the classroom teacher and their classroom laptops to create models of their atom. Following the completion of their model, the groups present their work to the class and discuss how they created their model. The class discusses each other’s models and critiques the work of their peers.

The fifth graders are participating in the day’s closing community circle. They have moved their chairs into a circle. The student designated as the facilitator calls on students to review what they learned that day, if they accomplished the day’s goals, and what they need to work on tomorrow. The designated recorder writes down the students’ remarks, which the teacher then uses to adjust lesson plans.

Before leaving for the day, the students prepare for the next day’s work by putting away books and materials, sharpening pencils, emptying trash cans, and organizing their work space. Students have an additional assigned responsibility to care for their classroom.

Teacher Assistants, employees in teacher programs at local universities, provide support to individual students, as identified through the RTI process. Throughout the school day, these staff members provide individual and small group instruction that provides for the identified academic needs of students to ensure classroom success. All students, including identified special needs students, are fully included in classroom programs, with the support of the Resource Teacher who works closely in collaboration with the classroom teacher to provide special education services within the regular classroom to students with IEPs. Bilingual Teacher Assistants provide language support for ELL’s. All students have access to the classroom instructional programs with intervention programs supporting student learning where needed and identified by the RTI process.

All students at Village Charter Academy participate in a comprehensive daily instructional program with high expectations for all students that is standards-based, teacher directed and one that actively engages students in the learning process. Teachers work together weekly to develop, implement and assess the effectiveness of lessons in achieving student mastery of identified standards. The Lesson Study approach is used on a regular basis in staff development to assess instruction at all grade levels and resulting student achievement. Teachers use a wide variety of instructional materials, including state adopted textbooks, to meet the needs of a diverse student body.

Throughout the school day, a comprehensive curriculum, with a strong arts strand, provides students will a rich instructional program that develops reading and math basic skills, concepts and mastery of the Common Core Standards. Content areas of science and social studies of the instructional day, as defined by the Core Knowledge Sequence, provides for an investigational approach with the development a project-based learning supported by technology.
Teachers utilize textbooks and trade books in classroom programs with an increasing emphasis in content areas by the upper grades. The focus of Core Knowledge allows teachers to use a wide range of materials and approaches to engage students in the learning process with the emphasis that includes cooperative learning, problem solving, communication and technology skills, a rich and wide vocabulary, student self-assessment through rubrics, independent reading and writing skills, and the mastery of grade level standards. Student use technology to create and present learning projects that reflect an integrated approach across the content areas. All learning modalities are addressed to meet the needs of a diverse classroom of learners and to ensure the success of each student.

At 2:30 each day, students meet in the community circle to assess their individual successes in meeting the academic goals that were discussed in the morning community circle and to plan for the next day. As students leave the campus in an orderly manner, the Principal greet students at the exit gate with “what did you learn today?” This is also a time for the Director to talk with parents and share their students’ successes in the classroom.

Professional development is the framework for all instruction at Village Charter Academy with the establishment of a Professional Learning Community. Teachers and staff participate in a two-week professional academy prior to the opening of school each year. Training focuses on four strands of professional development: Teaching Effectiveness, Core Knowledge, Common Core Standards and Differentiated Instruction. Throughout the school year, teachers meet on Tuesdays and Thursdays from 3:00 - 4:00 to develop lesson plans, implement the Protocol Process to resolve instructional issues, to examine student work, in critical Inquiry Circles and other required trainings. In the spring, all instructional staff and selected parents will attend the Core Knowledge National Conference. All staff training addresses the vision, mission and the strategic goals of Village Charter Academy.

On Monday, Wednesday, and Friday from 3:00 - 4:00, after-school enrichment and support programs offer students extended experiences in the arts, science, math, technology and tutoring to expand and support classroom learning. Classes are multi-level giving students the opportunity to interact with multi grade levels in a positive learning environment. Staff and parents meet at this time in Board Sub-Committees and Parent advisory groups.

Village Charter Academy provides students with a rich and knowledge based instructional program that supports the Charter’s Vision and Mission. Our professional and caring staff delivers an engaging educational program each day that meets the needs of all learners in a supportive environment that promotes excellence, equity, and success. Each member of the Village Charter learning community ends the day with looking forward to the next day of exciting instruction, learning, and a high level of student success.

**The Daily Schedule:**

7:00 a.m.  Administrators arrive to walk campus and are available to meet with parents and teachers

7:30 a.m.  Main Office opens and teaching staff arrives
Student Drop Off/ Admin Supervision-Parents drop off students for school/ Classroom Independent Work Time
8:00 a.m.  School Starts/ Morning Assembly/Morning Announcements
Core Music, Core Virtues, Word of the Week
Preview of the Day (Penguin Preview)

8:15-12:00  Students will receive instruction in the Core Content Areas of Language
Arts and Mathematics

10:15-10:35  Recess/Play leaders

12:00-12:45  Lunch/Admin Supervision/Family Lunch Program (manners, etiquette etc),
Mixed Tables- Family Style,
Cross-grade Level “Buddies”
ELD “Table Talkers”

12:45-2:30  Core Knowledge Social Studies and Science instruction begins

2:30  School Community Building Activity
Penguin “Learning Wrap-Up”
Evaluation of “What I Know Now ....
And What I Want to Know More About.”

3:00  Student Closing and Dismissal

3:00-4:00  Teacher Planning/Staff Development/Enrichment Programs

Students will participate in physical education for 100 minutes a week, music, dance and the arts through all
their content areas. Activities will be interwoven across the curriculum. Students will participate in engaging
activities that may include but are not limited to: dances from other cultures, participating in Olympic
events when studying Ancient Greece, the integration of Renaissance and Medieval art while studying
history in grades 4th and 5th, and the use of culminating events that include student presentations of music,
dance, art and dramatic re-enactments.

**VCA’s Curriculum and Instructional Program**

**Instructional Framework:**

At Village Charter Academy, we believed that by utilizing faculty to design curricular approaches to
teaching and learning, VCA will provide a superior learning environment integrating the use of **innovative
teaching methods** that are tailored to the individual needs of the student population. The basis for our
instructional framework is based on the integration of the Common Core Standards and the Core
Knowledge Sequence.
Core Subject Instruction:
Students will participate in integrated lessons and instructional units using the Common Core State Standards for Language Arts and Mathematics, California Content Standards for Science and Social Studies, aligned to the Core Knowledge Sequence for all curricular areas. The instructional staff will implement a wide variety of instructional models including cooperative grouping, project-based learning, hands on activities, re-enactment culminations, and technology-based research in all curriculum areas that builds on prior knowledge to make the content more accessible to the students. Students will participate in experiments, using realia to demonstrate content knowledge, and the use of art to retell history. They will read fiction and nonfiction texts that integrate skills across the curriculum. Teachers will work with school leadership to develop a rigorous curricular framework designed to meet the needs of all students that fully integrates the Common Core Standards and the Core Knowledge Content, with specific achievement benchmarks for program assessment, to prepare students for the next grade level, middle school and high school. As the state of California adopts curriculum that addresses the Common Core State Standards, VCA will evaluate the most effective programs that meet the needs of our population and will enhance our established curriculum frameworks.

Equal Access to Knowledge Promotes Excellence and Fairness:
“Only by specifying the knowledge that all children should share can we guarantee equal access to that knowledge. In our current system, disadvantaged children especially suffer from low expectations that translate into watered-down curricula. In schools teaching the Core Knowledge Sequence, however, disadvantaged children, like all children, are exposed to a coherent core of challenging, interesting knowledge. This provides a foundation for later learning but also makes up a common ground for communication in our diverse society.” (Core Knowledge Foundation, 2010)

In a recent research study, More Than Words (Jennifer Dubin, the American Educator, Fall, 2012) the author followed the progress of P.S. in Queens that implemented the Core Knowledge reading programs for three years. At the end of the pilot project, the author concluded that gains for the pilot school were almost double than those of the comparison schools.

Common Core State Standards (CCSS):
Village Charter Academy will fully implement the Common Core State Standards. Teachers will work with administrators and as Professional Learning Communities to address the Common Core State Standards throughout the curriculum by establishing pacing plans, developing aligned curriculum blocks and implementing school-wide benchmarks.

Core Knowledge Sequence: Correlation to Common Core:
“The Core Knowledge Sequence is predicated on the realization that what children are able to learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching. Core Knowledge provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills builds.” (Core Knowledge Foundation, 2013)

“For the sake of academic excellence, greater equity, and higher literacy, elementary and middle schools need to teach a coherent, cumulative, and content-specific core curriculum” (Core Knowledge
Using the content and skill guidelines set forth in the Core Knowledge Sequence, schools can meet or exceed the Common Core Standards for English Language Arts & Literacy by:

- enabling students to **develop understanding** of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts;
- providing an **integrated model of literacy** that reflects the developmental nature of language and the interrelation of all facets of literacy—listening, speaking, reading, and writing;
- addressing the **foundational language arts skills**, as well as the ability to infer, imply, reason, evaluate and synthesize information; and
- **balancing fiction and nonfiction** texts taught during the instructional day, so that by 4th grade, 50% of the texts students are reading are informational/explanatory texts and 50% are fiction—a key requirement of the Common Core State Standards. (Core Knowledge Foundation)

The success of Core Knowledge has been evaluated in several studies. John Hopkins performed several studies in the 1990s in which researchers confirmed the following:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning
- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners—adults and children

In addition to research completed by John Hopkins, a study was done in Oklahoma City in 2000, which also provided support for the proven success of the use of Core Knowledge with diverse student populations. In this study, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS (Iowa Test of Basic Skills). The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). Some of the greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.” (How Do We Know This Works, An Overview of Research on Core Knowledge, January 2004)

The *Core Knowledge Sequence* provides guidelines for all core subjects, recommending what topics should be taught in each grade. Whenever appropriate, the same subject is covered in literature, history, science and art, so that students can create connections and see the rich and varied perspectives provided by each discipline.
The Core Knowledge Sequence of Topics By Grade:

<table>
<thead>
<tr>
<th>Kindergarten Core Knowledge at a Glance</th>
<th>First Grade Core Knowledge at a Glance</th>
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</thead>
<tbody>
<tr>
<td><strong>Language Arts/English</strong></td>
<td><strong>Language Arts/English</strong></td>
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<tr>
<td>1. Listening and Speaking</td>
<td>1. Listening and Speaking</td>
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<tr>
<td>2. Reading</td>
<td>2. Reading</td>
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<tr>
<td>3. Writing</td>
<td>3. Writing</td>
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<tr>
<td>4. Language Conventions</td>
<td>4. Language Conventions</td>
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<tr>
<td>5. Poetry</td>
<td>5. Poetry</td>
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<tr>
<td>6. Fiction</td>
<td>6. Fiction</td>
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<tr>
<td>7. Sayings and Phrases</td>
<td>7. Sayings and Phrases</td>
</tr>
<tr>
<td><strong>History and Geography</strong></td>
<td><strong>World</strong></td>
</tr>
<tr>
<td>1. Geography: Spatial Sense</td>
<td>1. Geography</td>
</tr>
<tr>
<td>2. Overview of the Seven Continents</td>
<td>2. Early World Civilizations</td>
</tr>
<tr>
<td>3. Native American Peoples, Past and Present</td>
<td>3. Modern Civilization and Culture: Mexico American</td>
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<td>4. Early Exploration and Settlement</td>
<td>4. Early Exploration and Settlement</td>
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<tr>
<td>5. Presidents, Past and Present</td>
<td>5. From Colonies to Independence: The American Revolution</td>
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<tr>
<td>6. Symbols and Figures</td>
<td>7. Symbols and Figures</td>
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<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
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<tr>
<td>1. Elements of Art</td>
<td>1. Art from Long Ago</td>
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<tr>
<td>2. Sculpture</td>
<td>2. Elements of Art</td>
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<tr>
<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td>1. Elements of Music</td>
<td>1. Elements of Music</td>
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<tr>
<td>2. Listening and Understanding</td>
<td>2. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>1. Patterns and Classification</td>
<td>1. Patterns and Classification</td>
</tr>
<tr>
<td>2. Numbers and Number Sense</td>
<td>2. Numbers and Number Sense</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>1. Plants and Plant Growth</td>
<td>1. Living Things and Their Environments</td>
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<tr>
<td>3. Human Body (Five Senses)</td>
<td>3. Matter</td>
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<tr>
<td>5. Seasons and Weather</td>
<td>5. Introduction to Electricity</td>
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<tr>
<td>6. Taking Care of the Earth</td>
<td>6. Astronomy</td>
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<tr>
<td>7. Science Biographies</td>
<td>7. The Earth</td>
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<tr>
<td></td>
<td>8. Science Biographies</td>
</tr>
</tbody>
</table>
### Second Grade Core Knowledge at a Glance

| Language Arts/English | 1. Listening and Speaking  
| 2. Reading  
| 3. Writing  
| 4. Language Conventions  
| 5. Poetry  
| 6. Fiction  
| 7. Sayings and Phrases |
| History and Geography | 1. Geography  
| 2. Early Asian Civilizations  
| 3. Modern Japanese Civilization  
| 4. The Ancient Greek Civilization  
| American  
| 2. The War of 1812  
| 3. Westward Expansion  
| 4. The Civil War  
| 5. Immigration and Citizenship  
| 6. Fighting for a Cause  
| 7. Geography of the Americas  
| 8. Symbols and Figures |
| Visual Arts | 1. Elements of Art  
| 2. Sculpture  
| 3. Kinds of Pictures: Landscapes  
| 4. Abstract Art  
| 5. Architecture |
| Music | 1. Elements of Music  
| 2. Listening and Understanding (Orchestra, Keyboards, Composers)  
| 3. Songs |
| Mathematics | 1. Numbers and Number Sense  
| 2. Fractions  
| 3. Money  
| 4. Computation  
| 5. Measurement  
| 6. Geometry |
| Science | 1. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle)  
| 2. Insects  
| 3. Human Body (Cells; Digestive and Excretory Systems)  
| 4. Magnetism  
| 5. Simple Machines  
| 6. Science Biographies |

### Third Grade Core Knowledge at a Glance

| Language Arts/English | 1. Reading and Writing  
| 2. Poetry  
| 3. Fiction  
| 4. Sayings and Phrases |
| History and Geography | 1. World Geography  
| 2. The Ancient Roman Civilization  
| 3. The Vikings  
| American  
| 1. The Earliest Americans  
| 2. Early Exploration of North America  
| 3. The Thirteen Colonies: Life and Times B |
| Visual Arts | 1. Elements of Art  
| 2. American Indian Art  
| 3. Art of Ancient Rome and Byzantine Civilization |
| Music | 1. Elements of Music  
| 2. Listening and Understanding (Orchestra; Composers)  
| 3. Songs |
| Mathematics | 1. Numbers and Number Sense  
| 2. Fractions and Decimals  
| 3. Money  
| 4. Computation  
| 5. Measurement  
| 6. Geometry |
| Science | 1. Introduction to Classification of Animals  
| 2. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)  
| 3. Light and Optics  
| 4. Sound  
| 5. Ecology  
| 6. Astronomy  
| 7. Science Biographies |
### Fourth Grade Core Knowledge at a Glance

**Language Arts/English**
- I. Writing, Grammar, and Usage
- II. Poetry
- III. Fiction
- IV. Speeches
- V. Sayings and Phrases

**History and Geography**
- World:
  - I. World Geography (Spatial Sense; Lakes)
  - II. Europe in Middle Ages
  - III. The Spread of Islam and the Holy Wars
  - IV. Early and Medieval African Kingdoms
  - V. China: Dynasties and Conquests
- American:
  - I. The American Revolution
  - II. Making a Constitutional Government
  - III. Early Presidents and Politicians
  - IV. Reformers
  - V. Symbols and Figures
  - VI. California History (California Content Standards)

**Visual Arts**
- I. Art of the Middle Ages in Europe
- II. Islamic Art and Architecture
- III. Art of Africa
- IV. Art of China
- V. Art of a New Nation: The United States

**Music**
- I. Elements of Music
- II. Listening and Understanding (Orchestra; Vocal Range; Composers)
- III. Solfege

**Mathematics**
- I. Numbers and Number Sense
- II. Fractions and Decimals
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

**Science**
- I. Human Body (Circulatory and Respiratory Systems)
- II. Chemistry: Basic Terms and Concepts
- III. Electricity
- IV. Geology: The Earth and Its Changes
- V. Meteorology
- VI. Science Biographies

### Fifth Grade Core Knowledge at a Glance

**Language Arts/English**
- I. Writing, Grammar, and Usage
- II. Poetry
- III. Fiction and Drama
- IV. Speeches
- V. Sayings and Phrases

**History and Geography**
- World:
  - I. World Geography (Spatial Sense; Lakes)
  - II. Early American Civilizations
  - III. European Exploration, Trade, and the Clash of Cultures
  - IV. The Renaissance and the Reformation
  - V. England from the Golden Age to the Glorious Revolution
  - VI. Russia: Early Growth and Expansion
- American:
  - I. Westward Expansion
  - II. The Civil War: Causes, Conflicts, Consequences
  - III. Native Americans: Cultures and Conflicts
  - IV. U.S. Geography

**Visual Arts**
- I. Art of the Renaissance
- II. American Art: Nineteenth-Century United States
- III. Art of Japan

**Music**
- I. Elements of Music
- II. Listening and Understanding (Composers; Connections)
- III. American Musical Traditions (Spirituals)
- IV. Songs

**Mathematics**
- I. Numbers and Number Sense
- II. Ratio and Percent
- III. Fractions and Decimals
- IV. Computation
- V. Measurement
- VI. Geometry
- VII. Probability and Statistics
- VIII. Pre-Algebra
**English Language Development:**
English Language instruction is standards driven and instruction is based on student achievement of the ELD standards. Lessons and units are created by teachers and use the content from the core programs and the structure of the ELD Standards to ensure maximum achievement and access for Second Language Learners. *(See Appendix A2 for VCA Master Plan)*

Various strategies help facilitate second language development. Language is comprehensible to the English Learner when:
- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- The affective filter is low;
- Risk-taking and approximations are encouraged;
- Errors are accepted as a part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

ELD is incorporated within the language arts curriculum and is taught daily for a minimum of 30 minutes. The curriculum is based on the English Language Development Standards that guide targeted lessons to meet individual student needs. The ELD resources will include instructional strategies that have been proven to meet EL needs (SDAIE, Graphic Organizers, Realia, etc), core instructional program, as well as supplemental English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet the VCA standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student’s progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from the core curriculum, ELD supplemental materials and teacher observation are also considered to determine progress, according to a continuum of skills in the development of English language proficiency.

**Character Education:**
Village Charter Academy has identified Core Virtues (originally designed to be used in conjunction with the Core Knowledge Sequence) as its character development program. The sequenced instruction of “Core Virtues” will develop values such as perseverance, responsibility, courtesy, and courage that will build character development in the students making them self-motivated and successful throughout their education and into adulthood. Core Virtues uses the reading of quality children’s literature to provide inspirational or insightful examples of virtue in action. The reading of these well-written and often beautifully illustrated stories helps children fall in love with the good, and cultivate a vocabulary of virtue.
### Core Virtues

**Year 1** *(2014-2015)*

- Month 1: Respect and Responsibility
- Month 2: Diligence
- Month 3: Gratitude
- Month 4: Generosity
- Month 5: Courage and Loyalty
- Month 6: Compassion and Forgiveness
- Month 7: Hope
- Month 8: Heroism and Lives to Learn From

**Year 2** *(2015-2016)*

- Month 1: Respect and Responsibility
- Month 2: Self-control and Self-discipline
- Month 3: Wonder and Joy
- Month 4: Charity
- Month 5: Courage and Love of Country
- Month 6: Faithfulness
- Month 7: Graciousness and Courtesy
- Month 8: Lives to Learn From

**Year 3** *(2016-2017)*

- Month 1: Respect and Responsibility
- Month 2: Perseverance
- Month 3: Stewardship and Service
- Month 4: Courage
- Month 5: Honesty and Justice
- Month 6: Mercy
- Month 7: Gentleness and Humility
- Month 8: Wonder and Wisdom

### Visual and Performing Arts:

The Arts program at Village Charter Academy is integrated into the daily instructional program and contributes to student development of alternate strategies to reinforce and master content instruction. This approach increases student skills of creative thinking and problem solving that enhances learning in other areas of the curriculum. A focus on the arts also offers a visual and performance modality for struggling students that better meets their learning styles in the areas of language acquisition. Units of instruction are clearly defined in the Core Knowledge Sequence for all grade levels. The arts are further extended in after-school classes in the areas of dance, musical theater, art production and musical instruments.

“Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternative, evaluate, revise, solve problems, imagine, work collaboratively, and apply self discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity.”  
*Visual and Performing Arts Content Standards, 2001*

### Service Learning:

Village Academy Students, at all levels, will be involved in service learning projects that will provide them with ongoing meaningful opportunities to develop leadership skills as active members of the school community. Activities across the grade levels, identified by the instructional staff, will foster a sense of...
environmental responsibility and reinforce the concept of a learning village in which we live in a shared, responsible community.

**P.E.:**
Students will receive P.E. instruction from their classroom teacher. Lessons will address P.E. standards and will prepare students for end of the year fitness exams. Fifth grade students at VCA will participate in the California Fitness Test. Students in grades k-4 will master grade level P.E. standards that will prepare them for the next year and will participate in end of the year fitness assessments that will build upon each other and culminate in the Fifth Grade Fitness Gram. In addition to focused instruction on P.E. skills, students will receive instruction in physical education through dance, sports that will align to the Physical Education standards and develop team-building and sportsmanship skills.

**Accelerated Reader:**
Accelerated Reader is a research-based tool used by classroom teachers to manage differentiated reading practice for students and to monitor their individual achievement. Students choose books from classroom libraries based on their appropriate reading levels (Zone of Proximal Development) and read them at their own pace. After conferencing with their peers or the teacher, students take a computer generated quiz that assesses comprehension. Students earn points for the books they read and set monthly goals. Achievement certificates are given to students who achieve set point levels. Classes with the most participation and the highest average on assessments are recognized at school assemblies. Individual students who achieve certification levels are also honored monthly within the classroom.

Program assessment data details student progress. Individualized reports detail the level of the books a student has read, the percent correct of the quizzed comprehension questions, the amount of time the student has spent reading between assessments, and the student’s progress towards meeting her/his personal goals. Accelerated Reader is another opportunity to increase parent involvement, as parents are able to access their child’s A.R. Progress online.

**Technology:**
Students will use mobile computer labs for investigations, project based learning to demonstrate learned knowledge, differentiated instruction opportunities and computer based assessments to prepare for state testing on Common Core Standards. The ratio of computers to students (1:2 computers in grades 2-5 and 1:2 Tablets in grades k-1) will provide an opportunity for students to use technology on a daily basis, but still encourage communication skills as they work with their peers to complete assignments, work on projects, and develop presentations. Students will be able to use technology to master the new common core standards that address using multiple media sources and creating digital publication of their writing. As students work to prepare for the Smarter Balance Assessment, they will develop word processing skills, become comfortable taking assessments on computers, and become adept at navigating using the computer controls. Technology will also support the assessment and data collection efforts of VCA. Benchmarks will be given using computerized tests, and student results will be immediately available to the students and teachers to provide meaningful feedback.
Delineation of the Core Subjects and Scope and Sequence of Skills Taught Across the Grade Levels and the Different Subjects at Village Charter Academy

“A typical state or district curriculum says, “Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States.” But which people and events? Which ideas and movements? The Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, “What do our children need to know?” (Core Knowledge Foundation, 2010)

Core Knowledge – The Foundation of Our Curriculum:

As stated by the Core Knowledge Foundation, the Core Knowledge Sequence is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a VCA’s curriculum with alignment to the Common Core Standards, Core Knowledge provides a solid, coherent foundation of learning; it is also flexible to meet the specific needs of our student population.

Core-Knowledge: A Research-Based Curriculum Design:

The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's Advisory Board On Multicultural Traditions.

Core Knowledge is recognized as an effective whole-school model, being one of the 33 whole-school models recognized by the U.S. Education Department and the California Department of Education as high quality and determined to be effective through research.

Recent studies of the effectiveness of Core Knowledge reaffirm earlier studies that concluded that there is a strong relationship between student performance and Core Knowledge. In a national study of 22 Core Knowledge schools across 13 states, Core Knowledge Curriculum and School Performance: A National Study (Wedman, Waigandt, 2004), the authors concluded that schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of ethnic profile, economic profile or school size. The results of Colorado’s CSAP 2002 exams, where there are more than 50 schools implementing Core Knowledge, shows large percentages of Core Knowledge schools posting scores in a range of 10% - 30% above the state average in 2002. In The Effects of Core Knowledge on State Achievement in North Carolina (Walberg, Meyer, 2004), the researchers, in a sample that comprised over a half-million students in more than 1,300 schools, concluded that present research confirms previous evaluations showing Core Knowledge schools generally exceed the academic progress of other schools.
A recent report, *More than Words* (Duban, 2012) published in the American Educator, studied the effect of the Core Knowledge Language Arts Program with a pilot group of diverse student including second-language learners and special needs students in Queens, N.Y. At the end of the three-year pilot, second graders scored higher, on average, on all tests than those in comparison schools.

We recognize that a curriculum must be effectively delivered and embraced by the teachers, students and community alike. The implementation of the Core Knowledge Curriculum Sequence is supported by an outstanding collection of resources for teachers.

Key resources include:

- **Core Knowledge Curriculum Sequence, including training.**
- Comprehensive computer and paper Core Knowledge *Day-by-Day Planners and Pacing Plans*.
- Detailed *Alignment of California and Core Knowledge Curriculum Standards*.
- Grade-by-Grade *Teacher Handbooks, Art Resources, Text Resources*.
- **Resources To Build On**: an online database of over 8,000 books and other resources linked to the Core Knowledge Sequence. This database includes details on all recommended resources in the Teacher Handbook Series and the
- **Lesson Plans**: Hundreds of high-quality lesson plans developed by Core Knowledge teachers are available online, including lessons specifically adapted to California standards.
- The **Core Knowledge Series**: *What Your Kindergartner (through Sixth Grader) Needs to Know*. Each of these books provides detailed information covering each grade level’s yearly curriculum. This series, developed by the Core Knowledge Foundation to summarize the key learnings from each grade level, are resource for teachers, parents and students.
- **Core Knowledge collections** of literary classics, anthologies, art, and music texts and multi-media resources.

An excerpt from each grade level of the Core Knowledge/Common Core Alignment is included below. The entire document can be accessed through the Core Knowledge Foundation at [www.coreknowledge.org](http://www.coreknowledge.org)

<table>
<thead>
<tr>
<th>Core Knowledge Sequence Kindergarten</th>
<th>Common Core State Standards covered at CK Grade Level</th>
<th>Common Core State Standards covered above or below CK Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Listening and Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Classroom Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in age appropriate activities involving listening and speaking.</td>
<td>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td></td>
</tr>
<tr>
<td>Speak clearly with volume appropriate to the setting.</td>
<td>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td></td>
</tr>
<tr>
<td>Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me”</td>
<td>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td></td>
</tr>
</tbody>
</table>
or “please,” etc.

Ask questions to clarify conversations, directions, exercises, and/or classroom routines.

Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.

Identify and express physical sensations, mental states, and emotions of self and others.

Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).

Understand and use narrative language to describe people, places, things, locations, events, actions.

Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” (see page 11).

Core Knowledge Sequence Grade 1

Common Core State Standards covered at CK Grade Level

Common Core State Standards covered above or below CK Grade Level

Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.

RL1.6 Identify who is telling the story at various points in a text.

Identify sensory language and how it is used to describe people, objects, places and events.

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

G. Reading Comprehension – Non-Fiction and Informational Texts

With assistance, create and interpret timelines and lifelines related to text read independently.

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL1.3 Describe characters, settings, and major events in a story, using key details.

RI1.2 Identify the main topic and retell key details of a text.

RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<table>
<thead>
<tr>
<th>Distinguish text that describes events that happened long ago from text that describes contemporary or current events.</th>
<th>RI.1.7 Use illustrations and details in a text to describe its key ideas.</th>
</tr>
</thead>
</table>

### III. Writing

#### Writing to Reflect Audience, Purpose, and Task

Add details to writing.  
**W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Begin to use tools, including technology, to plan, draft, and edit writing.  
**W1.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Conducting Research

Gather information from experiences or provided text sources.  
**W1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions)  
**W1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Core Knowledge Sequence

<table>
<thead>
<tr>
<th>GRADE 2</th>
<th>Common Core State Standards covered at CK Grade Level</th>
<th>Common Core State Standards covered above or below CK Grade Level</th>
</tr>
</thead>
</table>

#### C. Capitalization and Punctuation

Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- **a.** Capitalize holidays, product names, and geographic

Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Identify and use end punctuation, including periods, question marks, and exclamation points.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- **b.** Use commas in greetings and closings of letters.

Write a simple friendly letter.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use apostrophes to create contractions and indicate possession, i.e., cat’s meow.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- **c.** Use an apostrophe to form contractions and frequently occurring possessives.

Use quotation marks appropriately to designate direct speech.  
**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and
## V. Poetry*

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed in Summer</td>
<td>Robert Louis Stevenson</td>
</tr>
<tr>
<td>Bee! I'm expecting you</td>
<td>Emily Dickinson</td>
</tr>
<tr>
<td>Buffalo Dusk</td>
<td>Carl Sandburg</td>
</tr>
<tr>
<td>Caterpillars</td>
<td>Aileen Fisher</td>
</tr>
<tr>
<td>Discovery</td>
<td>Harry Behn</td>
</tr>
<tr>
<td>Harriet Tubman</td>
<td>Eloise Greenfield</td>
</tr>
<tr>
<td>Hurt No Living Thing</td>
<td>Christina Rossetti</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Nancy Byrd Turner</td>
</tr>
</tbody>
</table>

**RL2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Core Knowledge Sequence: Grade 3

**Common Core State Standards covered at CK Grade Level**: Conduct short research projects that build knowledge about a topic. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **W3.7**: Conduct short research projects that build knowledge about a topic.
- **W3.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Common Core State Standards covered above or below CK Grade Level**

Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.

Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.

Produce written work with a beginning, middle, and end.

### Core Knowledge Sequence: Grade 4

**Common Core State Standards covered at CK Grade Level**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **L4.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **a.** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - **b.** Form and use the progressive (e.g., I...
was walking; I am walking; I will be walking) verb tenses.

e. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

Know how to use the following punctuation:

end punctuation: period, question mark, or exclamation point

comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue

apostrophe: in contractions, in singular and plural possessive nouns

quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles

<table>
<thead>
<tr>
<th>Core Knowledge Sequence GRADE 5</th>
<th>Common Core State Standards covered at CK Grade Level</th>
<th>Common Core State Standards covered above or below CK Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III. Fiction and Drama</strong></td>
<td>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RF5.4 Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding</td>
<td></td>
</tr>
<tr>
<td><strong>A. Stories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Adventures of Tom Sawyer (Mark Twain)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>episodes from Don Quixote (Miguel de Cervantes)</td>
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<tr>
<td>Little Women (Part First) (Louisa May Alcott)</td>
<td></td>
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<tr>
<td>Narrative of the Life of Frederick Douglass (Frederick Douglass)</td>
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<td></td>
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<tr>
<td>The Secret Garden (Frances Hodgson Burnett)</td>
<td></td>
<td></td>
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<tr>
<td>Tales of Sherlock Holmes, including &quot;The Red-Headed League&quot; (Arthur Conan Doyle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Drama</strong></td>
<td>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RF5.4 Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding</td>
<td></td>
</tr>
<tr>
<td>A Midsummer Night’s Dream (William Shakespeare)</td>
<td></td>
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</tr>
</tbody>
</table>
Terms: 
tragedy and comedy act, scene 
Globe Theater

<table>
<thead>
<tr>
<th>RL5.5</th>
<th>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL5.4</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
</tr>
</tbody>
</table>

The Core Knowledge Sequence

The Core Knowledge Sequence is detailed in the publication, "Core Knowledge Sequence." The Sequence covers content in grades K-8 in language arts, American and world history, geography, visual arts, music, math and science. A copy of the table of contents from the publication is included with this petition (See Appendix Element 1).

Teaching Methodologies

Village Charter Academy has selected strategies from the work of Doug Lemov (Teach Like a Champion). The author researched instructional strategies observed in high-performing, low-socioeconomic schools. He identifies how teachers can create powerful learning environments to ensure success for all students. The instructional practices are proven successful for students with similar demographics as the students in the target population of Village. These concrete, specific, and proven techniques will be the basis for initial professional development for all teachers at Village. VCA is implementing Teach Like a Champion (Lemov, 2012) as the major emphasis of Charter School’s professional development model for 2014-2015 (the first year of operation) for teachers and instructional staff prior to the beginning of the school year.

Setting and Maintaining High Academic Expectations: One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. Techniques under this methodology include eliminating the opportunity for students to opt out of participating in their learning, establishing a standard of correctness, asking rigorous questions to expand mastery, requiring academic language in the classroom, and presenting content in an engaging way. (Teach Like a Champion, Lemov)

Planning and Implementing Effective Lessons: Identification of the objective, assessment and student activity in each lesson as part of a longer-term goal. Objectives will be manageable, measurable, and posted in a visible location in the classroom. The student activities will be chosen based on data-proven methods. (Teach Like a Champion, Lemov)

Strong Student Engagement: Techniques in this methodology include teaching students to be prepared to be called on to answer questions by using systematic methods, reviewing content in a high-energy activity of call and response, and engaging students in fast-paced games of friendly competition. Increasing wait time before calling on a student for response increases the length and correctness of responses given, are more likely to be supported with evidence, and increases the number of students who volunteer to answer. Increasing wait time supports a classroom environment for rigorous reflection. (Teach Like a Champion, Lemov)
**Direct Instruction:** A teacher-directed methodology supported by cooperative learning which is effective in introducing information, teaching step-by-step skills, and actively involving students in knowledge construction. “What the international data show very clearly is that both procedural and content learning are best achieved in a focused environment which preponderantly emphasizes whole-class instruction but which is punctuated by small-group or individualized work.” (*The Schools We Need*, Hirsch)

**Depth & Complexity:** An essential part of differentiating the curriculum is through the use of dimensions of depth and complexity. *Instruction of Depth and Complexity*, utilizes the key questions and thinking skills associated with these dimensions that provides students with a frame of reference and encourages them to use these strategies consistently. The icons provide a common vocabulary for teachers and students.

According to Sandra Kaplan (2001), *depth* is a deep understanding of the content of the field of study. It is achieved when students can understand the specialized language of the discipline; learn as many details as possible; understand the patterns; are aware of trends and rules; understand the ethics involved; know the big ideas, principles, and generalizations; and look for unanswered questions.

Kaplan (2001) defines *complexity* as scholarly insights into the connections across time, people and disciplines. Complexity is demonstrated in the students’ ability to make connections over time, look for elements from several perspectives, and make interdisciplinary connections.

**Cooperative Learning Groups:** Johnson and Johnson (2009) identify five elements of cooperative grouping that enhance student learning: positive independence; promote interaction; individual and group accountability; interpersonal and small group skills; and group processing. These elements also promote core values and social skills along with academic benefits.

**SDAIE or “Specially Designed Academic Instruction in English”** which incorporates techniques to provide comprehensible subject matter and English language acquisition in classes with limited-English-proficient students. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material (content) and in using English (language). “SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and to make grade level academic content accessible for English learners.” (LAUSD, Overview of Title III Plan, 2011)

Cross-Curricular stranding is used for in a number of ways. Students use content text for reading comprehension. Application of math concept through hands on science activities and projects based on real life scenarios. Writing spans all curriculum areas and addresses the Core Curriculum Standards as a focus of all writing throughout the school day.

**Addressing the California Content Standards as Reflected in VCA Curriculum**

“The terms "standards" and "curriculum" are often—and erroneously—used as synonyms for one another. Standards define what children should know and be able to do at the end of each grade. A curriculum specifically describes what children need to learn to meet those standards. The Common Core State Standards leave curriculum decisions to the states, but the message is clear and unambiguous: there must be a curriculum and not just any curriculum will do. Successful implementation of the new standards depends on a coherent, specific, and content-rich curriculum. *The Core Knowledge Sequence is just such a curriculum.*” (Core Knowledge Foundation, 2010)
The integration of the Core Knowledge sequence and the Common Core State Standards will provide VCA with what the children need to know and the curriculum within which to achieve it. As the state moves to the implementation of the Common Core State Standards, VCA will be prepared to fully implement these adopted standards. Grade level pacing, common assessments and extensive teacher training will ensure the coverage of CCSS.

Response to Intervention (RTI):

Response to Intervention (RTI) is the foundation of Village Charter Academy’s intervention model to ensure a high rate of student success. RTI utilizes the school community in a problem-solving process to establish a strong intervention team that develops research-based intervention plans for both academic and behavioral needs. The RTI Team is composed of a mix of educational staff that includes specialists and teachers. The Team follows a structured problem-solving format to analyze a student’s difficulties and plan interventions. Parents are kept informed of RTI Team meetings and are encouraged to participate. Student progress is monitored frequently, and decision-making protocols determine whether a student has responded successfully to interventions (Wright, 2007).

Research-proven interventions are organized into tiers that increase in intensity as students display increased learning difficulties. The tiered groupings allow flexibility as students increase or decrease the level of support needed as they are monitored for achievement. Students who are at risk of not achieving are identified through initial assessments, benchmark tests, curriculum-embedded assessments, computerized diagnostic tests, state standardized tests, and progress reports.

Tier I is the first level of intervention. It is a universal intervention that occurs in the general education classroom, typically by the classroom teacher. Tier I strategies are provided at the first sign that a student is struggling. Examples of Tier I strategies are extra practice drills, additional homework assignments, or teacher behavior notes sent home daily (Wright, 2007).

Tier II interventions are individualized for students that show significant gaps and have not responded to Tier I interventions. Tier II interventions may occur in the general education classroom or as stand-alone intervention programs outside of the classroom setting. Examples of Tier II interventions include small group instruction with a reading or math specialist, or participation in a counseling group that teaches social skills (Wright, 2007).

Tier III interventions are the most intensive interventions. Students receiving Tier III supports have chronic or severe academic or behavioral delays. Tier III interventions are available only through special education. Students are formally assessed for qualification of special education services, and an Individualized Education Plan is made. Examples of Tier III include speech services, or direct instruction from a special education teacher.

RTI Teams determine the intensity, frequency, and duration of an intervention. Once interventions are selected and employed, they will be closely monitored for fidelity and effectiveness of the intervention. The Team will then determine adjustments to be made in the intensity, frequency, or duration of the intervention.
based on the data collected. This will ensure that students receive the appropriate amount of support in accessing the school curriculum.

**Teaching Methodologies and VCA’s Instructional Program that Addresses the Needs of All Identified Targeted Student Populations**

**ELLs: Methodologies and Instructional Programs:** Village Charter Academy educates our English Learners in the following ways: The ELL population of the schools in VCA’s target population is approximately 70%-90%. VCA anticipates its ELL population to be approximately 75%

**Initial Identification:**

Home Language Survey:

At the time of enrollment, all parents fill out a Student Application, which includes a Home Language Survey (HLS). The survey is used to determine the primary language of the student. If the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing. The results of these assessments enable school personnel to determine the English language proficiency level of the student.

Transferring Students: For students who are transferring from a California school district, the application with the HLS will be administered. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency through the CELDT. Upon the receipt of student transfer records, the student’s language status as determined by the originating district shall be honored.

**Instruction/Intervention:**

➢ **Focused vocabulary Instruction** will enable second language learners to access a broad range of content with a higher level of understanding;

➢ **Instructional methodologies** such as front-loading, peer modeling, cooperative learning, SDAIE will ensure instructional lessons address multiple learning modalities, access higher level thinking skills, use of Depth & Complexity Icons, and provide instruction with an emphasis on the use of oral language and reasoning;

➢ **Standards Based/Targeted Instruction:** ELLs will receive focused instruction based on ELD standards. This instruction will include scaffolded lessons based on core instruction, the increased use of realia and visual aids;

➢ **Core Knowledge** instruction provides content knowledge that supports student learning of vocabulary and academic language in context;

➢ **Extended Day Programs in the Arts** (fine and visual arts, music, dance, theater arts) provide ELL learners with additional learning experience that contribute to language acquisition;

**Reclassification process:** The reclassification process uses multiple criteria to determine whether a pupil is proficient in English and ready to reclassify. This criteria includes, is not limited to, all of the following:

- Students are **assessed on language proficiency** using an objective assessment instrument
including, but not limited to, the CELDT; Evaluation of the pupil’s mastery of the **English Language Development standards** as determined by their classroom teachers and other certificated staff in the areas of listening, speaking, reading, and written expression;

- **The student’s performance in basic skills** is compared against the performance of English proficient pupils of the same age. The student will demonstrate sufficient proficiency in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English... as determined by their grades and scores on state tests; and

- Parents or guardians will be informed about the re-designation process and their opportunity to participate, including seeking their opinion and consultation during the reclassification process.

**ENGLISH LEARNERS**

Village Charter Academy is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), [Charter School] shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

VCA shall provide to the CSD an annual report of its EL program assessment. Upon request, VCA shall provide a copy of its current EL Master Plan to the CSD.

VCA shall administer the CELDT annually in accordance with federal and state requirements.

VCA shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**Low Socio-Economic: VCA supports the achievement of low socio-economic students in the following ways:**

- **Core Knowledge Sequence** provides students with a content geared towards equalizing access to
superior curriculum and provide broad base of experiences;

- **Vocabulary Development** will be implemented with all students to ensure access to high level content. According to Isabel Beck, a leading expert in literacy, “disadvantaged children can only catch up in their vocabulary by direct targeting of the words that need to be learned.”

- **Methodologies**: The classroom teachers implements methodologies and a delivery system that is researched based, uses the Core Curriculum and Core Knowledge Standards as a foundation for all instruction, and includes a wide variety of strategies to ensure student achievement for all students:
  - average class size at 25:1
  - 1:1 instructional support delivered by teacher candidates/interns
  - independent learning time 1/2 hour prior to the beginning of school
  - on-going assessment for re-teaching of skills/concepts missed
  - make-up instruction for days/learning time missed
  - extended school day for participation in enrichment clubs led by teacher mentors - these may include but are not limited to book clubs, dance groups, academic clubs and homework programs
  - field trips and visiting performances
  - family learning projects

**GATE/H.A.: VCA supports GATE/High Achieving Students in the following ways:**

**Identification:**
GATE Identification and testing will be based on current district practices in order for students to qualify for GATE programs in district middle schools.

**Instruction/Intervention**
- **Core Knowledge** provides an opportunity for higher level of application rigorous content, language based methodologies:
- **Self-guided** learning and assessment activities;
- **GATE students will be identified and clustered. Teachers who have GATE clusters will be trained on strategies to increase rigor and differentiate** instruction to allow them to **expand on the curriculum for their high performing students**;
- **Teachers** will be a part of the identification **process to determine potential** GATE/HA students. This will enable them to use their understanding of how students are identified for GATE to help guide their planning and instruction;
- **Extended** school day to participate in enrichment programs and peer groups led by teacher mentors; and
- **Team teaching for differentiated instruction**

**Differentiated instruction** incorporates student learning styles and student’s interests by targeting both the student’s learning strengths and weaknesses. This differentiation allows for individualized learning opportunities to address targeted needs. “Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).”

**Students achieving below grade level: VCA supports the needs of students performing below grade**
level in the following ways:

Students performing below grade level need additional support to master grade level standards. It is essential that student progress be continually assessed using resources that determine specific needs. Interventions need to be planned to address needed skills, with continued parent involvement being the goal of VCA:

**Identification:**
Students are identified as needing extra support based on the following criteria: state test scores, performance on classroom assignments and assessments, teacher recommendation using formalized referral process as outlined in school’s RTI process and Tier determination

**Intervention/Monitoring:**
- provide immediate, intensive intervention by school instructional leaders through after-school tutoring and small group support within their instructional day. Intervention is flexible and the intensity increases/decreases as assessed based on student need.
- periodic, frequent assessments:
- teachers and school keep parents informed of students’ progress through formal meetings such as parent conferences and SST meetings, periodic progress reports, feedback from the classroom teacher
- Conferencing with parents on ways to support student at home, these conferences will be both formal and informal as mentioned above and will include strategies and resources that can be used to help students improve and succeed

**Special Needs Students:** VCA will meet the special needs of students as identified on the IEP process as follows:

Under the umbrella of the Response to Intervention process, students who have not made significant progress after being provided intensive interventions will be referred for other support, which may include services available under Section 504 or Special Education. Those students will go through a formal evaluation process, including specialized testing, to determine if they qualify for services. Students who have been identified as qualifying for special needs will receive additional support as identified on their IEPs in addition to continual assessment to determine progress and identification of additional support to facilitate progress in all academic areas. Special education students will participate in full inclusion classes with additional IEP services and expanded support through intervention programs designed to meet individual student needs. Students with plans under Section 504 will have accommodations implemented by the classroom teacher. A comprehensive monitoring and assessment system will ensure student achievement and include the following:

- an ongoing process to identify special needs students and needed services;
- monthly and annual reviews of all special needs student progress;
- intensive intervention services as identified by student needs adjustment where appropriate;
- teacher and parent training to support special needs students;
- extended day programs in tutoring, homework help, and the arts;
- small group instruction and active learning in the classroom;
- the use of technology to support instruction;
- **frequent assessment** of student progress.
- **Parents will be fully informed and involved in the SST and IEP process. All state and federal guidelines will be followed in regards to parent notification and involvement.**
- Teacher Assistants will provide additional classroom support

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
All LAUSD-authorized 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 LAUSD Board of Education approval, VCA will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and VCA regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter- operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.
Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

- **STAR – Preliminary and Final. (Including Charter Schools)**
  - The usual file including District ID.

- **Norm day – 2013**
  - District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**
  - All Students enrolled December 1, 2013.
    - District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  - District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**
Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

Research-Based Evidence that VCA’s Proposed Instructional Program will be Successful With the Charter’s Targeted Population:

Village Charter Academy’s instructional program using Core Knowledge as the foundation provides a curriculum that is research proven and validated to be successful with all students, and has shown to narrow the achievement gap in typically underserved student populations. “The benefits of coherent and cumulative knowledge preparation accrue to advantaged as much as to disadvantaged ones. School time is being used productively. More is learned. Overall achievement is higher, the class moves forward rapidly, and the fairness gap is narrowed. Everyone in a classroom benefits if everyone has the background knowledge needed to understand the gist of classroom discourse… All students make gains, with disadvantaged children gaining relatively more because the groundwork has been carefully laid to make the classroom topic familiar to all.” The Makings of Americans by E.D. Hirsch, Jr.

Textbooks and Instructional Resources:
The Core Instructional textbooks will be the Core Knowledge Language Arts (CKLA) Program for grades k-3. Students in grades 4 and 5 will use literature, Social Studies and Science content to address ELA Standards, enabling them to use both fiction and non-fiction as is required by the Common Core Standards. As the Core Knowledge foundation continues to develop it’s CKLA, VCA will add it to the instructional program. At this time the tentative math program will be Singapore math. As more programs are released that align to Common Core Standards, VCA will evaluate available programs to determine the most effective program to address student needs. The instructional resources implemented at Village Charter Academy will be school-developed instructional units that integrate Core Knowledge and Common Core Standards. These units will be developed by teachers and school leadership to meet the needs of our student population. Instructional units will be assessed and revised as needed to adjust to changing student population and most current educational research.

The instructional materials used at VCA will include but are not limited to:

- Textbooks
- Subject matter textbooks
- Manipulatives
- Teacher developed Core Knowledge Units
- Technological tools, such as computer software and the internet
- Grade appropriate literature and non-fiction text aligned to Common Core Standards
- Real life materials used for hands on experiments
- Accelerated Reader Books

Recruitment of Qualified Teachers With a Commitment to the Goals, Vision and Missions as
Reflected in VCA’s Instructional Program: Village Charter Academy’s Directors, working with the school hiring committee, will recruit and hire teachers using a disciplined hiring process. This process will include resume screening and a rigorous interview process that will include administration, human resource personnel, grade level teachers and community representative. Applicants will participate in demonstration lessons/scenario responses. All new teachers will be required to attend staff development trainings and Core Knowledge Conferences.

Professional Development That Supports the Proposed Instructional Program: Teachers at Village Charter Academy will continue their professional development through a variety of means. Prior to the opening of school each year, teachers will participate in two weeks of intensive training provided by the Core knowledge Foundation during the 2014-2015 school year and one week of training in subsequent years. Three pupil days have been calendared to allow teachers and administrators will attend the Core Knowledge Conference to develop strategies to implement school curriculum. Teachers will participate in monthly training on content knowledge to increase their understanding of core content and the Core Knowledge sequence. Team meetings, peer mentoring, and team teaching will be an essential part of the Professional Learning Community developed at VCA to continue to develop and maintain quality teaching. The Village Charter Academy professional development model is reflected in the school budget as a priority and reflects the vision and the mission of the Charter School.

Professional Learning Communities: Our professional community of learners, in which teachers, staff and VCA administrators continuously seek and share learning and then act upon what they learn, is a powerful structure that supports student achievement at the highest levels. The goals of this approach are to enhance professional effectiveness. As an organizational arrangement, the professional learning community is a powerful staff development approach and a critical strategy for continuous school change and improvement.

Levine and Shapiro (2004) cited in Education for All, confirmed earlier research studies that validated when teachers had opportunities for collaborative inquiry and learning related to it, they were able to develop and share a body of wisdom gleaned from their experience. Shared decision-making was cited as a factor in curriculum reform and the transformation of teaching roles where structured time is provided for teachers to work together in planning instruction, observing each other’s classrooms and sharing feedback. The attributes of a Professional Learning Community are supportive and shared leadership, collective creativity, shared values and vision, supportive conditions and shared personal practices.

VCA has a strong commitment to the development of a professional learning community. The Academic Excellence Committee has created structures to foster a collaborative culture and a responsibility for all learners. Pupil free days for professional development are scheduled in the annual school calendar. Days are scheduled before the school year begins, during the school year, and at the end of the year to evaluate programs and for program planning and revision as needed, for the following school year. In addition, the staff meets weekly in inquiry circles to analyze student work, assessments, data, and regularly discusses curriculum and best practices in methodology and pedagogy. The primary focus is targeted discussion of what students need to learn, how this will be measured, and response to students who are not demonstrating skills and concept. VCA professional development goals are mission and achievement driven. VCA teachers and staff are given the opportunity to submit a proposal for additional training in an area that they commit to share at weekly inquiry session a process developed by the State of California for the SB1274
schools. This highly structured process focuses on the critical issue of underachievement issues and solutions. With the support of the Director of Instruction, each teacher develops an annual performance plan with specific strategies to ensure this success. The learning goals become an element in VCA’s overall professional development and plan and evaluation process.

**Professional Development Model Elements:**

VCA’s professional development model will support activities that are part of an overall improvement strategy. Teachers and staff will participate in a professional development model that is connected to the Common Core standards and the Core Knowledge Sequence that will be coordinated, aligned, and reflects VCA’s organizational goals. Teachers will also receive professional development on strategies that integrate the arts and technology with both Core Knowledge and Common Core. VCA’s model will be coherent with a positive influence of change in teaching practices. A wide variety of implemented practices will include targeted workshops, seminars, action research, case discussions, student groups, lesson study, examination of student work inquiry sessions, coaching, mentoring and curriculum selection and development. A systematic evaluation VCA’s Professional development model will assess effectiveness in meeting staff and student learning needs and adjusted as needed.

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.
VCA’s Academic Calendar That Reflect State and Local Requirements: See Appendix A1 for Calendar
**Parent Engagement:**

Village Charter Academy will initiate a comprehensive parent communication process and a wide variety of parent activities to encourage parental involvement, provide parental support, and develop a partnership with VCA staff where the voice of the parent is valued and enables the parents to be an effective partner in his/her child’s education at VCA. All communications will be in English and Spanish.

Parent communication will be frequent, comprehensive and clearly outline the opportunities for parents to become active participants at VCA. Newsletters will convey important details about school events and news, student successes, and parent strategies to support their child’s education. Monthly classroom newsletters, sent by teachers, will provide a brief overview of plans for the coming month so that parents will know what their children are learning, also with special information about culminations or activities in which parents are invited to attend. In these newsletters, parents are always encouraged to visit and participate as a classroom volunteer.

Parents are also encouraged to attend the following school community activities:

* Student/parent/teacher conferences twice a year
* Orientation meeting held prior to the beginning of school
* Monthly “Coffee with the Director” meetings
* “State of the School” presentation held annually for community input
* Workshops held on a regular basis on a wide variety of topics
* Tours of the campus to be scheduled upon request
* Open House and Back-To-School Events
* Family Learning Nights in the areas of Literacy, Math, and Science
* Performing Arts performances and Art Fairs
* VCA Picnic held prior to the beginning of school
* Core Knowledge Culminations at the school, grade and classroom levels
* “Table Talks” on critical issues in the fall and in the spring each year
* Serve on VCA Councils and Board sub-committees
* Sharing knowledge, skills and talents as a “guest teacher”

It is the intent of VCA to develop a community center in the second year of operations where parents have access to the library and technology, work with staff in homework assistance, a family advocate that links families to a variety of local services, and a wide variety of classes and programs that supports family learning needs.
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 § 47605 (b)(5)(B)

“The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


VCA is committed to working with each student’s family to achieve the development of all aspects of each student. These include core academic skills and knowledge, lifelong learning skills, and social and interpersonal skills. These core academic skills and knowledge will include those embodied in the Common Core standards, Core Knowledge Sequence, and California’s content standards for history/social science. The classroom teachers, in collaboration with the Director of Instruction, will be accountable for monitoring and assessing students’ progress towards established achievement goals.

Core Academic Skills--Appropriate age or grade-level mastery of:

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<th>Core Academic Area</th>
<th>Learning Goal</th>
<th>Measurable Outcome</th>
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<tr>
<td><strong>Language Arts:</strong> Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.</td>
<td>At least 80% of students will achieve mastery on grade level Language Arts assessments and rubrics. <strong>Low Socio-Economic Students/English Learners</strong> that are not achieving 80% mastery will increase their performance by 5% for each reporting period.</td>
<td>Proficiency (70% or higher) in periodic grade-level assessments, curriculum embedded assessments, Accelerated Reader Progress, periodic progress reports (every 6 weeks), writing and performance rubrics.</td>
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<td><strong>Mathematics:</strong> Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects that the staff and Board deem appropriate.</td>
<td>At least 80% of students will achieve mastery on grade level Math assessments and rubrics. <strong>Low Socio-Economic Students/English Learners</strong> that are not achieving 80% mastery will increase their performance by 5% for each reporting period.</td>
<td>Proficiency (70% or higher) in periodic grade-level assessments, computerized assessments, curriculum embedded assessments, and project rubrics.</td>
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<td><strong>History/Social Studies:</strong> Students will understand civic, historical, and</td>
<td>At least 80% of students will achieve mastery on grade level</td>
<td>Proficiency (70% or higher) in periodic grade-</td>
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geographical knowledge and demonstrate their knowledge by assessing evidence and conflicting points of view, and developing their own interpretations of historical events. The study of history prepares students to serve as citizens in today's world of diverse cultures.

| History/Social Studies assessments and rubrics. **Low Socio-Economic Students/English Learners** that are not achieving 80% mastery will increase their performance by 5% for each reporting period. |

**Underlying and utilized throughout each of the above subject areas will be other core skills such as:**

- Critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge;
- The ability to effectively use technology to acquire new knowledge and to demonstrate understanding. This will be demonstrated through the creation of group projects, creating models and visual representation of learned content, and computerized assessments.
- Creative expression through various forms of the arts, e.g., music, visual, theater arts, drama and dance;

These student outcomes are broken into detailed listings of specific skills required in each of the above areas at different grade and skill levels as part of the Core Knowledge Sequence, grade level units and pacing plans that align the Core Knowledge Sequence and Common Core State Standards.

In order to best serve our students and community, VCA will continue to examine and refine its list of student outcomes over time to reflect the school's mission and changes to state or local standards that support our mission.

Outcomes shall be specifically developed on an individual basis for students with exceptional needs and ELLs. The individualized education plans (“IEP”) for students with exceptional needs and ELLs will reflect appropriate core academic skills, life-long learning skills, and social and interpersonal skills objectives developed in compliance with applicable state and federal laws.

In compliance with Section 47607 (b) of the Education Code, VCA will meet or exceed the API requirements and related requirements. VCA will meet federal guidelines to maintain and increase student achievement as measured by the Smarter Balance Assessment, to ensure students reach or exceed proficiency goals set by the state.

VCA will meet statewide standards and conduct required state mandated student assessments as required by the charter school legislation, Education Code Section 47605(c). In order to be eligible for renewal, VCA will meet the requirements found in Section 47607 (b) of Education Code.

At Village Charter Academy we believe that all students can master rigorous academic content at regardless of their status as an English learner, low socio-economic student, or special education student. Element 1 outlines supports provided to all subgroups in order to ensure achievement of school-wide learning goals.
How achievement for Ells, low-socio-economic, GATE/High Achievement, students working below mastery of standards and special needs students will be measured and monitored:

**Learning Goal #1:** At least 80% of students will achieve proficiency of the Common Core State Standards.  
**Measurable Outcome:** Smarter Balance State Assessment- Students will participate in the Smarter Balance Assessment, including any periodic Benchmarks that are part of the testing program. As the state and federal governments define levels of proficiency, VCA will work within those guidelines to maintain and increase student achievement to ensure students reach or exceed proficiency goals set by the state. In addition to the Smarter Balance Assessments and Benchmarks, student progress will be measured using program assessments, teacher created assessments and school-wide benchmarks. Students must maintain an average of 70% or better to have achieved mastery of skills.

**Learning Goal #2:** At least 80% of students will demonstrate grade-level appropriate knowledge of core academic areas of the Core Knowledge Content.  
**Measurable Outcome:** Proficiency (70% or higher) in periodic grade-level assessments, performance assessments, work product, projects, Core Knowledge Curriculum Referenced TASA tests

**Learning Goal #3:** At least 80% of students will demonstrate core skills such as critical thinking, problem solving, creative expression through the arts, and use of technology.  
**Measurable Outcome:** Work product- exit projects (science fairs), performances that integrate the arts and core content, and using computer skills to apply knowledge to real-world scenarios. The Director of Instruction will work with grade levels and teacher leaders to develop consistent grading policies and rubrics that support mastery of 70% or higher.

**Learning Goal #4:** At least 80% of students will demonstrate citizenship and positive character traits.  
**Measurable Outcome:** 80% of parents and guardians will report a strong sense of satisfaction in a school climate survey, teacher observation of student citizenship, the number of office referrals and suspensions will decrease yearly, and expulsions

**Learning Goal #5:** Students will demonstrate commitment to their education with good and punctual attendance.  
**Measurable Outcome:** Attendance will be evaluated on a monthly basis with the expectation of a minimum rate 96% or above.

In addition to the achievement goals detailed above, specific subgroups have additional goals outlined below:

**Learning Goals For English Learners:**
**Learning Goal #1:** All English language learners will be identified upon enrolling in VCA and will increase their English Proficiency on a yearly basis.  
**Measurable outcome:** The CELDT test will be given each year in accordance with state guidelines to measure Language growth. English learners will progress one level on the CELDT each year.
Learning Goal #2: English learners will work towards reclassification.
Measurable outcome: Village Charter Academy will reclassify students at a rate equal to or greater than the sponsoring district.

Special Education Students:
Learning Goal #1: Special Education students will make consistent academic and social growth based on goals outlined in the Individual Education Plan.
Measurable Outcome: Special Education students will meet the goals outlined in their Individual Education Plans.
Element 3 - Methods of Assessment

Governing Law: The extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Ref. California Education Code 47605 (b)(5)(B)]

“To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

Village Charter Academy will use the Local Control Accountability Plan template as adopted by the State Board of Education by March 31, 2014 to meet the requirements of EC sections 47606.5. Village Charter Academy in accordance with the template, will develop a Local Accountability Plan and engage the community with the development of the plan to be submitted to LAUSD no later than June 30, 2014. The plan will include descriptions of the educational program and pupil outcome sections that define annual goals for subgroup performance in applicable state priority areas, as specified and align pupil outcomes to these priorities. Information will be consistent with how information is presented in the School Accountability Report Card. Village Charter Academy will comply with all regulations and compliance requirements.

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

Students attending VCA will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, criterion reference tests and assessments, homework, teacher observation, student project presentations, oral reports and standardized tests. VCA will use mandated standardized student assessments as required by the Education Code Section 47605(c)(1). The Core Knowledge includes comprehensive assessment instruments and resources that will be used to assist in the evaluation of student work.

Based on the assessment of progress, the student, their family, and the school may make any number of changes to address any shortcomings and/or allow the student to progress farther/faster.

Participation by VCA students in student competitions will provide additional opportunities for students' work to be exhibited and evaluated.

Part of the annual review by the Governing Board will be a review of student performance data disaggregated by student types, such as gender and ethnicity.

Each VCA student will be routinely and consistently assessed throughout each school year. The results of
each assessment will be used to identify the progress of each student, to identify students needing additional support, and to inform and improve instruction.

No single educational approach meets the needs of all students. Students who are consistently unsuccessful in meeting the learning objectives may be exited from the school and referred back to their district of residence and/or other programs the school believes may be more successful or appropriate. Special education students will be evaluated according to the goals and objectives written into their IEPs.

VCA aligns curriculum, instruction, and evaluation with the Common Core State Standards and Core Knowledge sequence to ensure student success. The standards and the sequence serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

To stay consistent with our goal of educating the whole person, VCA strives to create the following measurable student outcomes using formative and summative assessments that are age/grade/and developmentally appropriate:

Academic Performance Index and State Standardized Testing

VCA administers all California mandated standardized assessments. While aggregate scores generated by these tests can be unreliable due to small sample size and the limitations of standardized testing, VCA uses these measures, as well as other formative and summative assessments, to identify student strengths and challenges, to determine progress toward educational goals, and to evaluate the effectiveness of our educational program and teaching practices. The Director of Instruction is responsible for scheduling the tests and reporting test results as required in the Education Code and also forwards results to the VCA Board of Directors for analysis and review. VCA staff works with parents to ensure that all parents understand the importance of their child participating in state tests. VCA strives to meet or exceed targets for the State’s Academic Performance Index and for federal NCLB Adequate Yearly Progress.

- **STAR and API:** On the school-wide level, VCA will participate in the state mandated STAR tests, and any other state-required assessments.
- **CELDT:** All new second language students and all ELL designated students will be assessed annually using the California English Language Development Test.

Non-Standardized Assessments

In alignment with our vision and our teaching methods, VCA uses a variety of assessment tools for relevant, ongoing, and authentic evaluation. We assess complex thinking and problem solving skills using performance-oriented assessments. We also engage students in self-assessment, empowering them to evaluate their own learning, set appropriate goals, and make informed decisions regarding their education. Teacher observations, checklists and anecdotal records provide a powerful and ongoing tool for measuring student development and progress.

Curriculum-embedded assessments
Teacher judgments of student learning are a key element in performance assessment. In math, curriculum embedded assessments are closely aligned with problem solving discussions that are a regular part of our math instruction. We use the Core Knowledge Sequence and the Common Core State Standards to encourage discussion on multiple ways to approach a story/word problem. Students are frequently asked to share their methods for solving a problem and to inquire as to why other students got different answers to understand whether or not their solution is true. Students have academic conversation facilitated by their classroom teacher that allow students to start with where they are while being exposed to more complex ideas from other students in the room. Teachers get to know their students well through student work, assessments and discussions about what they are struggling with and what they know and understand deeply. The culminating event of a project-based unit of study is another example of curriculum-embedded assessment. Models, performances, research reports, and artifacts serve as authentic products that indicate student understanding.

Formative Assessments

Students are assessed throughout the year in core academic content areas to measure progress. Reading, spelling, and math inventories, sight word, phonics and phonemic awareness assessments, diagnostic measurements, writing samples, and other teacher-selected, age-appropriate tools are used, and records are kept documenting student achievement. Teachers consistently monitor individual student progress to guide curriculum and delivery methods in meeting students’ learning objectives. Notes are taken and kept on individual students’ growth, progress, and areas of difficulty. Classroom work and homework are evaluated daily. Self-evaluation/personal reflection assignments based on their portfolios are given to students at least twice a year at the end of the first two reporting periods. All teachers assess content standard skills through the use of teacher created assessments, checklists and school-wide benchmarks. On going student evaluations are conducted to monitor student progress and to inform instruction.

Summative/Assessment of Learning

A wide range of assessment tools may include but are not limited to: research papers, reports, oral presentations, essays, art projects, dramatic presentations, PowerPoints, tests, math unit and semester assessments, informal reading inventories, semester writing samples graded on a rubric, project performance rubrics, weekly math facts and word study tests, science/history assessments, science and writing journals, reading logs, and end of the year state standardized tests all indicate to the students and the teachers whether or not the unit of study was successful and give the teacher valuable information on how well individual students absorbed the information they were expected to learn. As a Core Knowledge School, VCA will assess its students in grades 1 through 5 using the Core Knowledge Curriculum Referenced TASA tests. Developed by Johns Hopkins University, these comprehensive, end-of-year exams assess the specific subject matter outlined in the Core Knowledge Sequence. The results of the tests will be used to improve Core Knowledge instruction.

Portfolio Assessments

Student portfolios reflecting multiple subject areas are an integral component of assessment. Portfolios include work samples that document student growth in all content areas. They are maintained annually and reviewed by students and parents during conferences as necessary. Teachers use portfolio work for Student Study Teams meetings (SST), where teachers, parents and specialists come together to gain insight on
students’ strengths and challenges with the objective of developing individualized plans to assist students in reaching their maximum potential.

**Student feedback**

The dialogue teachers have with students is an important part of monitoring student progress over time based on standards and content goals. Teacher rubrics are used to identify progress and facilitate student feedback and discussions. Students are encouraged to share their ideas and opinions at VCA. Teachers ask for student feedback about their learning often—some through weekly check-ins, others through end of project reflections, group discussions and check-ins during semester progress reports.

**Progress Reports/Report Cards**

Progress reports or Report Cards will be given every 6 weeks. Progress reports will be given 6 weeks prior to report cards to inform parents of student progress towards grade level benchmarks. Progress Reports/Report Cards describe students’ abilities in each content area, learning styles exhibited, and educational strengths and challenges, along with information on grade level expectations. Progress Reports/Report Cards also comment on the students’ social and emotional growth and development and their participation and achievement in the arts. Students participate in assessments that trace educational and developmental milestones, allowing parents to assess the types of educational services that best suit their child.

Teachers use data from portfolios, formative and summative assessments, STAR testing and progress reports to design future curriculum, gather new or additional instructional resources, and create new assessments to measure continued progress.
METHODS OF ASSESSMENT

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Methods of Assessments</th>
<th>Annual Summative Assessments</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal #1: At least 80% of students at VCA will achieve proficiency of the Common Core State Standards</td>
<td>Students participate in Accelerated Reader and STAR Reading/Math (Renaissance Place) to provide formal and informal data on student progress. Program-embedded assessments Writing samples collected at the beginning, middle, and end of the academic year (or appropriate equivalent as identified in IEP) scored using five-point rubric. Research reports, group and individual projects, narratives, presentations, and exhibitions scored by teacher and student created rubrics. Teacher-designed rubrics, assessments, and checklists. Portfolios Teacher observations</td>
<td>Current state-mandated accountability measures (i.e., STAR). State writing tests.</td>
<td>Smarter Balance State Assessment- Students will participate in the Smarter Balance Assessment, including any periodic Benchmarks that are part of the testing program. As the state and federal governments define levels of proficiency, VCA will work within those guidelines to maintain and increase student achievement to ensure students reach or exceed proficiency goals set by the state. In addition to the Smarter Balance Assessments and Benchmarks, student progress will be measured using program assessments, teacher created assessments and school-wide benchmarks. Students must maintain an average of 70% or better to have achieved mastery of skills.</td>
</tr>
<tr>
<td>Learning Goal #2: At least 80% of students will demonstrate grade-level appropriate knowledge of core academic areas of the Core Knowledge Content.</td>
<td>Research reports, group and individual projects, narratives, presentations, and exhibitions scored by teacher and student created rubrics. Standards-based content and skill assessment instruments given at the beginning, middle, and end of the academic year and within units of study. Evidence of using artistic creativity to demonstrate understanding of content areas based on teacher/student developed rubrics. Teacher-designed rubrics, assessments, and checklists. Project, reports, science journals. End of unit assessments Portfolios Teacher observations</td>
<td>Core Knowledge Curriculum-Referenced Test (Questar) Proficiency (70% or higher) in periodic grade-level assessments, performance assessments, work product, projects, Core Knowledge Curriculum Referenced TASA tests</td>
<td></td>
</tr>
<tr>
<td>Learning Goal #3: At least 80% of students will demonstrate core skills such as critical thinking, problem solving, creative expression through the arts, and use of technology. Rigorous, differentiated, direct instruction balanced with cooperative learning opportunities.</td>
<td>Research reports, group and individual projects, narratives, presentations, and exhibitions scored by teacher and student created rubrics.</td>
<td>Applicable state-mandated tests, which documents achievement of specific grade-level standards.</td>
<td>Work product- exit projects (science fairs), performances that integrate the arts and core content, and using computer skills to apply knowledge to real-world scenarios. Rigorous, differentiated, direct instruction and teacher leaders to develop consistent grading policies and rubrics that support mastery of 70% or higher.</td>
</tr>
<tr>
<td>Learning Goal #4: At least 80% of students will demonstrate citizenship and positive character traits.</td>
<td>Teacher observations and checklists of social/emotional and interpersonal skills. Various emotional development, conflict resolution and social skills continuums, rating scales</td>
<td>Annual school climate survey completed by parents and students</td>
<td>80% of parents and guardians will report a strong sense of satisfaction in a school climate survey, teacher observation of student citizenship, the number of office referrals and suspensions will decrease yearly, and expulsions</td>
</tr>
<tr>
<td>Learning Goal #5: Students will demonstrate commitment to their education with good and punctual attendance.</td>
<td>Monthly attendance reports</td>
<td>Annual attendance reports</td>
<td>Attendance reports generated on a monthly basis and at the end of the year with the expectation of a minimum rate 96% or above.</td>
</tr>
</tbody>
</table>
### USE AND REPORTING OF DATA

For California API Assessment System, VCA will use a data management system that will be selected based on the specific needs of our school and will be implemented in year 1 of the charter. This management system will enable the teachers and school leadership to analyze student assessments in order to continually refine and refocus instruction based on evidence of student learning. This data management system is also used to analyze other assessments. Teachers work in grade level teams to develop appropriate assessments and to accurately score student work. They examine the results of school assessments and State Assessments in order to make instructional decisions about what to re-teach, which students need small group instruction or intervention, or what to teach in a different way.

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### Learning Goals For English Learners:

<table>
<thead>
<tr>
<th>Learning Goal #1:</th>
<th>Home language survey</th>
<th>California English Language Development Test (CELDT) and California Alternative Performance Assessment (CAPA) as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All English language learners will be identified upon enrolling in VCA and will increase their English Proficiency on a yearly basis.</td>
<td>Initial California English Language Development Test</td>
<td>Measurable outcome: The CELDT test will be given each year in accordance with state guidelines to measure Language growth. English learners will progress one level on the CELDT each year.</td>
</tr>
<tr>
<td>Learning Goal #2:</td>
<td>Teacher observation</td>
<td>Measurable outcome: Village Charter Academy will reclassify students at a rate equal to or greater than the sponsoring district.</td>
</tr>
<tr>
<td>English learners will work towards reclassification into English.</td>
<td>Program embedded assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher-made assessments aligned with ELD standards</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Students:

<table>
<thead>
<tr>
<th>Learning Goal #1:</th>
<th>School/Classrooms Assessments as outlined within the IEP</th>
<th>Annual IEP Meeting to Assess and evaluate student progress towards IEP goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education students will make consistent academic and social growth based on goals outlined in the Individual Education Plan.</td>
<td>Program-embedded assessments</td>
<td>Measurable Outcome: Special Education students will meet the goals outlined in their Individual Education Plans.</td>
</tr>
<tr>
<td></td>
<td>Evidence of using artistic creativity to demonstrate understanding of content areas based on teacher/student developed rubrics.</td>
<td></td>
</tr>
</tbody>
</table>
On a daily basis, teachers collect data from students’ class work and homework such as math worksheets, essays, posters, dramatizations, or presentations. Teachers circulate during reading and writing instruction to conference with individual authors and readers. Students give direct feedback in group discussions which guides the teacher in designing lessons for the whole class, as well as for individual student needs.

One of VCA’s primary purposes for assessment is to provide meaningful and reliable data to teachers, students, and families. VCA informs parents/guardians of the assessment process. By the time students complete their studies at VCA, parents have an educational history of their child which provides them with the following information: learning styles, ideal working environments, strengths and challenges, the student’s social and emotional development, as well as the student’s progress toward meeting grade-level standards. VCA’s plan for collecting and analyzing, data on student achievement is outlined above. Student achievement data is continuously monitored by staff to improve VCA’s educational program and is reported to parents, guardians, and the Board.

**Parent-Teacher Conferences**

Parents meet with their child’s teacher at least twice a year to formally identify educational goals and factors that may impact his/her learning and to review the student report card. Informal meetings are held when necessary.

**Annual Parent Survey**

At the end of each year, VCA sends families a survey to evaluate their children’s educational experiences. The survey asks parents to evaluate student readiness for future educational goals, whether the school accomplished its mission, and their overall satisfaction with VCA. The results of this survey are tabulated and reported to the VCA Board. Results serve as a guide for the Committee for Academic Excellence to use in their process of continual educational improvement.

**VCA’s School Annual Report Card as a report to the State and the community presents a profile of the Charter School as measured by State and federal assessment, attendance rate, student and staff diversity, financial stability, and other measures to ensure that the Charter School is meeting the school’s goals.**

**VCA will compile and provide the District an annual performance report to include:**

- An overview of the Charter School’s mission, profile, and learning climate;
- Summary data showing attendance, class size, and student achievement in California’s mandatory standardized testing;
- An analysis of whether the School is meeting its Academic Performance Index.

**(API) and Adequate Yearly Progress (AYP) goals:**

- A summary of major decisions and policies established by the VCA Board during the year;
- Annual parent survey results;
- Data regarding VCA staff and their qualifications;
o A copy of the school’s health and safety policies and/or a summary of any major
changes to those policies;
o An overview of VCA’s admissions practices and student demographics.

VCA and the LAUSD have developed a site visitation and reporting process and protocol to enable
the grantor to gather information needed to confirm the school’s performance and compliance with
the terms of this charter.
Element 4 - Governance Structure and Operation

The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement, Education Code Section 47605(b)(D)

GENERAL PROVISIONS

As an independent charter school, VCA operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

Non Profit Corporation

The Academy is operated by VCA (Village Charter Academy), a non-profit corporation pursuant to Education Code section (47604(b). The Corporation will operate one school: VCA. The Charter School will be a directly funded independent charter school and its non-profit corporation will be a separate legal entity from the District and solely responsible for the debts and obligations of the Charter School and/or for claims arising from the performance of acts, errors, or omissions by the Charter School. VCA will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. The Charter School will comply with the Brown Act.

VCA will be governed through a collaborative process that will include all stakeholders: certificated and classified staff, parents and the wider community. All voices will be heard, with decisions focused on the Charter School mission, vision and goals and student achievement. The collective voice of stakeholders will be respected in all decisions made to implement VCA’s Charter.
Members of VCA’s executive board, any administrators, managers or employees, and any other committee 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.

Village Charter Academy will contract monthly outside legal services, with expertise in charter school law, to ensure that VCA meets its legal obligation as a California Public Charter School.

See Appendix B1 for 501C3 Articles of Incorporation

**Conflict of Interest**

A conflict of interest policy will be maintained that complies with the Political Reform Act. Government Code Sections 87000 and nonprofit corporation law, which shall apply to all Board of Directors members and employees. No Board of Directors member or employee of Village Charter Academy can be an employee or derive direct or indirect benefit from the activities of any vendor, which VCA may contract with in the future, except as may be permitted by the law. Board of Directors members shall review all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matters where such a conflict exists. Annual disclosure statements shall be required.

See Appendix B5 for Conflict of Interest Policy

**Governance**

Parent and Community involvement in the governance of Village Charter Academy is assured by integrated participation on the Board of Directors and the Community Partnership Board Sub-Committee. Village Charter Academy will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process as specified in the bylaws.

**Board of Directors**

The Academy is governed by the Board of Directors of VCA (referred to as the “Board”) pursuant to the Corporation’s adopted bylaws and consistent with the terms of this charter. The VCA Board will have at least five (5) members and no more than (9) members. Board Directors will be non-employees of the Charter School. Terms for the initial Board of Directors shall be five or seven (5-9) seats for either one (1) or two (2) years. The initial Board of Directors will be selected by the Founding Board. The terms of the initial Board of Directors shall be staggered with a minority of members serving for one (1) year and majority of members for two (2) years. The initial Board Director’s terms shall be determined by a drawing.

**Election of Board Members**

VCA’s Board Selection and Nominating Committee implements a search for prospective Board members with recommendations made to the Board for the final selection. The Committee consists of parent(s), teacher(s) and sitting Board member(s). The parent membership of the Community Partnership Council selects parent(s) to sit on the nominating committee, teachers select representative(s) and the Board selects representative(s).
VCA’s Selection and Nominating Committee recruits, interviews and recommends prospective members, to ensure that the Board remains an expert and well-balanced one. The Board makes the final selection for new Board members through a majority vote.

The Board of Directors is as follows:

VCA’s Board of Directors (5-9) shall include community members. Board will seek to recruit members with experience in one or more of the following areas of expertise: education, government, law, business, finance/accounting, fundraising, facilities, public relations or an invested interest in the school community. Board members must also be committed to the school vision and mission and be cognizant of their responsibilities as a Board member of Village Charter Academy. VCA’s Director of Operations/Executive Director shall not serve on the Board and shall not vote in Board elections. In accordance the Education Code Section 47604 (b), the District may appoint a representative to sit on the Charter School’s Board of Directors. No person serving on the Board may be an interested person. The Board will implement a conflict of interest policy in accordance with the Political Reform Act.

Current Board members have an extensive (15 years each) in a large multi-track charter school serving a diverse student body in the San Fernando Valley All Board members have implemented the Core Knowledge curriculum with successful student achievement during this period. The Board also has a combination of backgrounds in the following: financial management and accounting, school policy and District, State and Federal legal requirements, curriculum development and assessment, experience as charter school board members, personnel policy, educational leadership and management, community outreach, employee evaluation, special education, strategic planning and day-to-day management of a charter school.

The Corporation’s bylaws shall contain the following:

1. The means by which Board Members are to be nominated selected and removed from office;
2. The duration of each Board Member’s term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, staff, and students, and other members of the community may communicate with the Board; and
5. The procedure by which the bylaws may be amended.

See Appendix B2 for VCA’s Board of Director By-Laws

Meetings

The VCA Board will meet regularly in compliance with the Brown Act. Additional Board meetings can be scheduled to meet school needs. Subject to provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board shall have the power to:

1. Appoint and remove all corporate officers, agents, contracted personnel and employees; prescribe powers and duties for them as are consistent with the law, articles of incorporation, and bylaws; fix their compensation, and require from them faithful service.
2. **Borrow money and incur indebtedness** on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt securities.

3. **Adopt and use a corporate seal;** prescribe forms of membership certificates; and alter the forms of the seal and certificates.

4. Act as the **fiscal agent** for the Charter School.

**At a minimum, the duties, responsibilities, and oversight of the Board shall include the following:**

1. Financial and operational management of the school;
2. Adoption of the Academy’s annual financial budget;
3. Receipt of operating funds in accordance with the terms and procedures of the Charter Schools Act;
4. Solicitation and receipt of grants and donations to the Academy;
5. Personnel policies and procedures and employee disciplinary matters;
6. Recruiting, hiring, and evaluating the Co-Directors;
7. Approval of hiring recommendations made by the Co-Directors;
8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Engage in ongoing strategic planning;
11. Regularly measure progress of both student and staff performance;
12. Establish operational committees as needed;
13. Approve charter amendments for District approval;
14. Participate in the dispute resolution and complaint procedures as applicable;
15. Act as a hearing panel in student expulsions;
16. Provide leadership for parent and community outreach programs;
17. Approve the school calendar and school schedules;
18. Relations with the Authorizers; and
19. Awareness of the school mission and vision statements and how it is implemented at Village Charter Academy;
20. All matters related to charter approval, amendment or revocation.

The Board may initiate and implement any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty, imposed by law upon it and may delegate to an employee of the Academy any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties delegated. **Such delegation will:**

- Be in writing;
- Specify the employee designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.
The Authorizer shall not be held liable for the Academy’s debts or obligations for claims arising from the performance of acts, errors or omissions by the Academy in accordance with Education Code Section 47604(c). The Academy shall have no authority to enter into contracts for or on behalf of the Authorizer. All contracts entered into by the Academy shall be the Academy’s sole responsibility. The Authorizer shall have no authority to enter into contracts on behalf of the Academy without the Academy’s approval.

Day-to-Day administration of the Academy is managed by the Director of Instruction and the Director of Operations/Executive Director as outlined in the employment contract in collaboration with the VCA stakeholders.

The Board will provide oversight to the Directors to address program concerns regarding the operation and improvement of the Academy. The Board has the final policy-making authority for the Academy. The Board creates and reviews policies, and can revise day to day policies created within the board sub-committees or by administration. The board approves the hiring of all contracted personnel (including the Co-Directors). The Board approves the final budget and any adjustments in accordance with the school’s fiscal policies. The Board will ensure VCA meets the educational needs of the Academy’s students, parents, teachers and staff through the evaluation of student achievement and the oversight of the Directors. Board members will comply the Academy’s conflict of interest policy and the Corporation Code regarding self-dealing transactions.

The Academy will operate as a performance-based organization. The Co-Director of Operations/Executive Director will make day-to-day operational decisions and budgetary expenditures consistent with this organizational approach. There will be appropriate and meaningful participation from the employees, parents and the Board. The general budget will be approved by the majority of the Board.

All Board meetings will be open to the public and each agenda will include a Speaker’s Agenda for the input of staff, parents, students and community members. However, discussions regarding personnel, litigation, real estate negotiations and similar topics requiring confidentiality will be held in closed session. Decisions made in closed session will be reported in open session at the conclusion of the closed session. Board meetings will be held in compliance with the bylaws and adherence to the Brown Act.

VCA shall indemnify, defend and hold harmless the Authorizer, its Board of Directors, officers, employees, and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of the Academy, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Authorizer, its Board, officers, employees or agents.

The Authorizer shall indemnify, defend, and hold harmless the Academy, its Board, officers, employees, and agents from and against any and all actions, allegations, claims costs, damages, fees and judgment by third parties resulting from the actions or omissions of the Authorizer, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Authorizer, its Board, officers, employees or agents.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include that will include, but not limited to,
Conflicts of Interest and the Brown Act.

VCA uses sub-committees to ensure stakeholder input, and support of the work of the Board. The Charter School has three major committees with additional ad-hoc committees to be implemented based on Board/school needs:

**Sub-Committees of the Board**

1. **Academic Excellence Sub-Committee:**
   - define and continue to define what is academic excellence for the school, ensure that all Board members understand key charter promises;
   - work with school leadership to devise clear and consistent ways to measure progress towards stated goals;
   - work with the school leadership to set annual academic achievement goals to be presented to and approved by the Board;
   - work with school leadership to share with the Board annual successes, barriers to reaching academic excellence and strategies to overcome these barriers;
   - work with school leadership to facilitate Board training on issues related to academic oversight and evaluation of student achievement, as needed;
   - create specific measurable goals for the year to be included as part of the full Board planning process;
   - report to the Board of Directors at regular meetings of the Board in a manner determined by the Board;
   - annually evaluate its work as a committee and objectives it has committed itself to and report on the same to the Board.

2. **Fiscal Advisory Sub-Committee:**
   - prepare an annual budget for the charter school to present to the Board;
   - develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast;
   - facilitate an annual audit to be provided to the Board;
   - provide oversight of fiscal policies, such as, the procurement process, spending authorization,
management of day-to-day fiscal affairs and school fundraising;

- review monthly financial statements and variances from budget, and recommend action to the Board, as appropriate;

- create specific measurable goals for the year to be included as part of the full Board planning process;

- develop and implement a board-level training program to ensure that all trustees (especially those without a financial background) can be effective stewards of the school’s financial resources;

- report to the Board at regular meetings in a manner determined by the Board;

- annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board.

3. **Community Partnership Sub-Committee:**

- act as a liaison between the school and the community, and facilitate parent training;

- under the direction of the Directors and the Board, develop an annual and multi-year fundraising plans that will generate the funds needed to meet the non-public and non-grant fundraising goal:

- implement the fundraising plans created by the Board and coordinate the fundraising efforts by senior staff, parents, and other volunteers;

- arrange for Board training on fundraising issues, as needed;

- implement the community outreach plan created by the Board and coordinate the efforts by senior staff, parents, and other volunteers;

- create specific measurable goals for the year to be included as part of the full Board planning process;

- report to the Board at regular meetings of the Board in a manner determined by the Board.;

- annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.

Board Advisory sub-committees shall comply with the Brown Act, including, but not limited to, posting of agendas in a public location at least 72 hours in advance of regularly scheduled meetings, provision for public comment meetings, and posting of minutes in a public location.

Village Charter Academy’s **Parent Advisory Council** members consist of 50%+ of parents or guardians of enrolled students and are selected by all parents (or guardians). The Council advises the Co-Directors and the Board on student and community issues in regards to meeting the goals and requirements of federal and
state funded programs. This council will serve as all councils mandated by district, state or federal law including ELAC and SEAC, and will follow all requirements of those councils.

**All instructional personnel will serve on the Academic Excellence Committee, but may also serve the school on another sub-committee or in other school capacities as needed.**
Leadership Model
2014-2015

Governing Board

Director of Instruction

Job Responsibilities
- Ensure implementation of Board Approved Policy
- Supervision and Evaluation of Staff
- Instructional Support including ELD, Low-Socioeconomic, etc.
- Facilitate organization of Instructional Materials
- RTI (Special Education, GATE, etc)
- Community Outreach/Public Relations
- Student Discipline
- Mandated Curricular Reports (SARC, etc)

Chair Academic Excellence Council
Subcommittees as needed led by elected teacher leaders.

Director of Operations

Serve on Fiscal Subcommittee of the board

Supervise Human Resource Manager

Office/ Human Resource Manager
Job Responsibilities
- Maintain Personnel Records
- Payroll
- Benefits
- Clerical
- Serve on Fiscal Subcommittee
- Facilitate enrollment and student records

Supervise Human Resource Manager

Job Responsibilities
- Ensure implementation of Board Approved Policy
- Supervision and Evaluation of Staff
- Maintain Budget
- Facilities
- Student Services
- Community Outreach/Fundraising
- Technology
- Student Discipline
- Student Attendance
- Mandated Compliance Reports (calpads, conapp, etc)

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**Director of Instruction and Director of Operations**

VCA will have two Directors that provide for the day-to-day operations of the Charter School: a Director of Instruction/Principal and a Director of Operations/Executive Director. The Director of Operations will also serve in the role of Executive Director. The Directors will be evaluated on a yearly basis by the Board of Directors and report directly to the Board. The evaluation will be based on contract terms, yearly goals as reported to the Board and the general success of school operations, instruction and student achievement.

See Appendix B4 for Resumes of Current Co-Directors

**Director of Operations/Executive Director:**

The Director of Operations/Executive Director has the responsibility for all operational functions of the school. The Director reports directly to the VCA Board of Directors regarding all committees and the Charter School community at large. The Director ensures that financial functions are carried out within the guidelines established by the VCA Board of Directors. The Director’s responsibilities include, but are limited to the following:

- Ensures implementation of Board approved policy
- Develops VCA Board meeting agendas in partnership with the Board President/Board Secretary in compliance with the Brown Act; prepares and distributes all Board material
- Proposes policies and makes recommendations for adoption by the Board
- Maintains school policy handbook
- Attends VCA board meetings and is a resource for the Board Secretary for the development of meeting minutes
- Correlates the Charter Schools goals with a strategic fiscal plan, creates a budget calendar and guidelines, reviews and revises budget assumptions
- Reviews and discusses multi-year financial projections with all stakeholders
- Works with accounting services provider to develop and administer the budget in accordance with generally accepted accounting principal and school goals
- Presents a quarterly financial report to the Board.
- Supervise and evaluates operational staff
- Communicates with the School’s legal counsel
- Stays informed on current school laws and regulations
- Manages all personnel and human resources functions and duties
- Oversee facilities and Safe-School Plan and monitors campus safety
- Ensures that all legal qualification requirements are met by all school personnel
- Manages all operations and maintenance of facility
- Approves all purchase orders, pay warrants, and requisitions
- Develops, with the Director of Instruction, the annual performance audit
- Presents fiscal audit to the Board of the Charter School
- Attends the Charter Authorizer and/or District administrative meetings as appropriate
- Handles crime reports, CBEDS, CCR and other legal matters
- Facilitate the Charter renewal process
- Oversees website, public relations, marketing, and outreach process
- Organizes, implement and evaluate staff training
- Provides for community outreach and fundraising
➢ Facilitate school technology
➢ Oversees student discipline
➢ Manage student attendance and ADA and all ADA reports
➢ Complete mandated compliance, District, State and federal required reports
➢ Chair Fiscal Subcommittee of the Board
➢ Supervise Human Resource Manager

**Director of Instruction/Principal:**

The Director of Instruction oversees the educational program and staffing for grades K-5. The director supports teacher development, coordinates student services, reviews and revises curriculum with VCA teachers, facilitate teacher evaluations and peer reviews, supervises student assessments, and monitors student achievement. The Director of Instruction reports to the VCA Board of Directors. The Director’s responsibilities include, but are not limited to the following, duties:

➢ Is an Instructional Leader
➢ Ensures implementation of Board approved policy
➢ Promotes and encourages a positive and nurturing learning environment
➢ Articulates clear goals and vision of the school and measures achievement aligned to goals
➢ Provides assistance and coordination of the development of curriculum
➢ Supervises selection and hiring of teaching staff and other instructional personnel
➢ Supervises and evaluates instructional staff
➢ Oversees Special Education Program and attends IEP meetings
➢ Administers enrollment procedures and the placement of students
➢ Handles crime reports, CBEDS, CCR and other legal matters
➢ Organizes, implements and evaluates staff training
➢ Coordinates the administration of standardized testing
➢ Provides for instructional support, including ELD, Low-Socioeconomic, GATE and special needs students
➢ Facilitates organization, distribution and maintenance of instructional materials
➢ Manage RTI process, GATE and Special Education
➢ Plans and coordinates student orientation
➢ Facilitates educational events. Open houses and campus tours
➢ Manages acquisition of School materials, supplies, equipment and services
➢ Implements and evaluates student services
➢ Supervises grant writing process
➢ Provides for community outreach and fundraising
➢ Oversees student discipline
➢ Completes mandated compliance, District, State and federal required reports
➢ Chairs Academic Excellence Council
➢ Attends Board meetings
➢ Facilitate school technology
➢ Supports the Operational Director
➢ Facilitate the Charter renewal process
The Co-Directors will observe and evaluate all staff yearly using a performance-based assessment system. The purpose of the performance-based assessment system is to provide greater accountability by leading to changes in professional practices that result in the continuous improvement of student achievement. The assessment system will include, but not be limited to:

**Certificated Staff:**
- an analysis of student achievement based on student performance and standardized and other school assessments;
- observation by the Co-Director or designee in professional settings;
- accomplishment and growth consistent with core profession expectations as documented by the teacher in a professional improvement program;
- a self-assessment based on adherence to the vision and mission of the school;
- community presence and involvement including frequency of parent contact; and
- an analysis of parent and student surveys to be collected in the spring each year.

**Classified/ Non-permanent Staff:**
- observation by the Co-Director or designee in professional settings;
- accomplishment and growth consistent with core profession expectations as documented by the employee in a professional improvement program;
- a self-assessment based on adherence to the vision and mission of the school;

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

**LEGAL AND POLICY COMPLIANCE**

VCA shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

VCA including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. VCA, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**

VCA shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by VCA. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

VCA acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

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

Qualifications of School Employees

All VCA staff will be of good character, and will indicate a genuine interest in students and education. Each potential employee will furnish the Charter with a criminal record summary as described in Education Code Section 44237. Following the interview process, suitable applicants for employment with the Charter will be presented to the Governing Board for final approval. All individuals employed by VCA will possess the characteristics, knowledge, and qualifications identified in posted job descriptions.

VCA will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing will be maintained in the personnel file of each teacher.

VCA may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school.
as outlined in the school's staffing plan and the school's adopted personnel policies.

The Co-Directors will manage the VCA. The responsibility of the Co-Directors will be the day-to-day operation of the program as outlined in the job specifications and employment contracts. Qualifications for the position of Co-Director will include, but not be limited to:

- Minimum Bachelors degree; (Teaching credential and a minimum of five years teaching experience; Master’s Degree or higher;
- Commitment to the educational vision of VCA;
- Collaborative leadership and group process skills;
- Demonstrated leadership skills;
- Commitment to the charter school concept;
- Demonstrable understanding of educational philosophy, curriculum, and resources, grades K-12;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills;
- Additional desired qualities: advance degrees, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability.

All VCA hiring practices will comply with federal and state anti-discrimination laws.

Selection of Highly Qualified Personnel

Consistent and well-defined hiring policies and practices insure that all employees of VCA have the abilities and attitudes necessary to implement the programs and fulfill the goals delineated in the charter. The Governing Board developed job qualifications and descriptions for all positions to ensure that applicants have a clear understanding of VCA expectations.

Staff Recruitment Processes

Staff recruitment processes will include a posting of all openings on the Village Charter Academy web site, postings with charter organizations, and online job search sites, presentations at CSUN in education classes and/or job postings in the Education Department, and the recruitment of Teacher Assistants attending Mission and Valley Community Colleges who are completing bachelors, credentials and M.A. degrees. Village Charter Academy’s goal is to hire teachers from the targeted school area with Spanish language skills or other languages that meet the language needs of the students served by the Charter School. Successful experience with second language learners, disadvantaged and special education students will be a priority in hiring. Experience with the Core Knowledge program will also be a priority as will commitment to all elements of the Charter Petition, including the vision and mission statements of the school.

See Appendix C2 for Employee Job Descriptions
See Appendix C3 for Employee Contracts
See Appendix C4 for Employee Salary Schedules
Staff Member Selection

VCA shall select its own staff. VCA shall be solely responsible for the selection, hiring, disciplining, and termination of its employees. The District shall not be responsible for any employment related matters involving VCA and its employees.

Selection of Administrators

New administrators shall be recruited and interviewed through an established process set by the Board of Directors through a committee selected by the VCA Board. Selection will be made by the total membership of the Governing Board. Any future change in the current structure and/or responsibilities of the Director must be approved by the Board of Directors.

Selection of Teachers

All teachers are selected through a hiring process established by the board of Directors through a hiring subcommittee established by the Board.

Selection of Non Certificated Staff

Recruitment, testing, interview and selection of non-certificated staff will be overseen by the Director of Operations/Executive Director and the Human Resource Manager.

Selection of Day-to-Day Substitutes

VCA will utilize qualified substitutes from VCA “substitute pool” of credentialed teachers. An hourly rate of pay will be established yearly.

On the twenty-first day of continued substitute service in the same classroom, a substitute qualifies for retroactive long-term substitute pay.

Personnel Handbook

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Governing Board will be provided to all employees. All employees receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Governing Board.

Many items relevant to the Employee Qualifications element can be found in the Personnel Handbook. The following list represents a selection of the major topics addressed in the Personnel Handbook.

- Internal Complaint Review
- Contracts of Employment
- Child Abuse Reporting
- Regular Status, Seniority and Reduction in Force
- Employee Reviews and Evaluation
- Work Basis, Attendance and Tardiness
Compensation and Benefits

VCA will revise its current salary schedules on an annual basis. In keeping with the expressed intention of Education Code Section 47601 to move from a rule-based to a performance-based system, VCA is in the process of developing a performance-based salary schedule.

VCA believes that student success, both academically and socially are our guiding principles, and it is our intent that employees be appropriately compensated for their level of performance and expertise that help them achieve those successes. Therefore, VCA shall strive to offer employee total compensation that is at least comparable to that offered by the six largest California school districts. Payroll will be monthly.

VCA will continue to provide the following for all employees:

- Worker’s Compensation Insurance
- Unemployment Insurance
- Medicare
- Any other insurance required by law
- Full-time qualified employees will continue to receive VCA furnished:
  - Health Insurance
  - Dental Insurance
  - Vision Insurance
Element 6 – Health and Safety

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

*Ed. Code § 47605 (b)(5)(F)*

VCA will implement established standards of health and safety is required of California public schools according to the California Education Code and California Health and Safety Code, including Education Code Sections 44237, 45125.1 and 45122.1. All city, county and building codes will be followed. The Charter 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 compliance. The Charter School will maintain an appropriate Certificate of Occupancy Assure with a comprehensive school safety plan on file for review.

**HEALTH, SAFETY AND EMERGENCY PLAN**

VCA shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. VCA shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Included in the Health, Safety and Emergency Plan are the following:

- **Fire drills** will be held on a monthly basis. Students will be instructed in the school procedures prior to each drill with a follow-up discussion of the success of each drill. Drill procedures with be reviewed and revised as needed on an annual basis by the School Safety Committee.
- **An Earthquake Drill** is implemented each fall and spring with additional earthquake drills as needed. All staff, parents and students will be trained in the procedures on a quarterly basis with additional training on a bi-monthly basis. Parents will receive information on the school’s drill procedures and the release of students process. Parents will also receive training on the development of home emergency response plan. An extensive evaluation will be chaired by the Safety Team for needed revisions and action as the result of each drill.
- **Lock down drills** are also conducted on a monthly basis with students, staff and parents trained in procedures to be followed. The School Safety Team will assess and respond to any safety issues that need to be reviewed and revised.
- **CPR training** by the Red Cross will be scheduled for all employees
**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

**Child Abuse Reporting:** Section 11166 of the California Penal Code applies to all VCA employees. All employees are mandated reporters. All VCA employees will comply with the law’s reporting procedures whenever they have knowledge of or observe a child in their employment at VCA whom they reasonably suspect to have been a victim of child abuse. *Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report as follows:*

- Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall (1) make a telephone report of the suspected child abuse immediately, or as soon a practical possible, to an appropriate child protective agency, either the Department of Children and Family Services (DCFS) or the local law enforcement department (Los Angeles Police Department) and (2) prepare and send a written report, “Suspected Child Abuse Report,” Department of Justice (DOJ) form SS 8572, to the agency called 36 hours of receiving the information. Employees reporting suspected child abuse to the site administrator, a supervisor, the school nurse, counselor or other employee, do not fulfill their individual responsibility to make a mandated telephone and written report to the appropriate child protective agency.

- A report of suspected child abuse is to made to only one child protective agency, either the Department of Children and Family Services (DCFS) or the Los Angeles Police Department (LAPD). If the agency asks the child be held until authorities arrive, the employee must remain with the child.

After completing the process above, the employee’s primary responsibility is completed. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child’s home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child’s parents. If a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent.

An employee who is required by law to make a report, but fails to do so, can be found guilty of a misdemeanor. The misdemeanor is punishable by imprisonment in county jail for a maximum of six months, a fine up to $1,000, or both. The employee would also face the possibility of personal liability and could incur cost of defense and any subsequent damages to the child. Additionally, all employees are subject to disciplinary action for failure to report child abuse. VCA is not obligated to defend an employee who neglects or fails to make a required report. Child abuse reporting procedures are reviewed at the beginning
of each semester for all continuing employees. New hires are trained as part of orientation training prior to assuming an assignment.

**TB Testing:** Faculty, staff and school volunteers will be tested for tuberculosis prior to employment and working with students as required by Education Code Section 49406.

**Immunizations:** All students and staff will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Sections 120325-12375, and Title 17, California Code of Regulations Sections 6000-6075.

**Medication in School:** VCA will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing and Scoliosis:** Village Charter Academy will screen students for vision, hearing and scoliosis. VCA will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

**Blood Borne Pathogens:** VCA will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. VCA will implement a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV”) and hepatitis B virus (“HBV”). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through accident or injury, staff and students will follow the latest medical protocol for disinfecting procedures.

**Drug Free/Alcohol Free/Smoke Free Environment:** VCA shall function as a drug, alcohol and tobacco free workplace.

**Safety of Auxiliary Services:** VCA will ensure the safety of its food services, transportation, custodial services, and management of hazardous materials by monitoring, training and oversight as documented in the Safe School Plan.

**Sexual Harassment Policies and Procedures:** VCA provides an environment for staff and students that is free from sexual harassment, as well as any harassment based on race, religion, creed, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has a comprehensive policy to prevent and address any concerns to deal with misconduct in this area.

**Facilities Plan:** Village Charter Academy will initiate a search for a facility beginning September, 2013 with the intent of final site identification by January, 2014, seven months before the opening first operational year of the Charter School. A Real Estate agent, knowledgeable in public school facilities requirements will work with the school Directors and the Board to identify and lease a facility that meets the requirements of all District, state and federal guidelines. Village Charter Academy will also apply a for Prop 39 facility from LAUSD. Village Charter Academy’s five year proposed budget includes an allocation for facilities costs each year. Additionally, the Charter School will apply for facilities reimbursement funds through the state and federal government grants. Village Charter Academy’s long-term goal is to build a school facility.
**Facility Safety:** VCA will comply with all applicable federal environmental laws. The Charter School will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test, or if in a District owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all time. The Charter School will conduct fire drills as required on a monthly basis.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

VCA, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.
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)

Means to Achieve Racial and Ethnic Balance

VCA is open to all California students. The Charter School will actively recruit a diverse student population from the surrounding community and the sponsoring District. Admission of students will not be based on ethnicity, national origin, gender, disability or country of origin. Admission policies, employment practices and general operations will be nonsectarian. Village Charter Academy will implement a strategic plan to ensure a diverse student body and a racial and ethnic balance of a student body that is reflective of the LAUSD District through the following measures. As part of VCA’s Enrollment Strategic Plan, the Charter will include an ongoing evaluation to ensure the enrollment of a student population is reflective of the surrounding school population as identified in element I of this document. Outreach activities will be adjusted on the basis of this ongoing evaluation to reach the Charter School’s goals of a diverse student population.

See Appendix E1 for Outreach Policy for Racial and Ethnic Balance

Timeline for Implementation

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. September-October, 2013
- The development and distribution of promotional and informational materials, including in languages other than English, to appeal to limited English proficient populations. September-October, 2013
- The distribution of promotional and informational materials to a wide variety of community groups and agencies. October-December, 2013
- Outreach meetings in a wide variety of locations to reach prospective students and parents with documentation of the number and locations of these community presentations. November 2013-February, 2014
- Use of brochures, newsletters, print and non-print media and VCA’s website for outreach communications. November 2013-February, 2014
- Recruitment discussions and distribution of application materials to pre-schools, middle schools, private schools, community and educational events, other non-profit organizations, businesses, and other events and areas where diverse student families might be reached. January-May, 2014
- Collaboration with community-based organizations to support outreach efforts. October, 2013-May, 2014
In the spring and in the winter semester, VCA will conduct informational fairs to advertise and recruit students for the Charter. Flyers, school banners and newsletters will be distributed to inform prospective parents of the Charter School’s educational program, support services and operational philosophy. VCA’s Student-Parent Handbook will be distributed to all parents attending the meeting. Interested parents will also be invited to make an appointment to tour the school and talk to key staff. Prospective parents will be placed on a contact list and be invited to special school culminations and events that highlight student achievement. All written and oral communication will be in English, Spanish and other languages as appropriate.

VCA will conduct Parent Orientation meetings each fall before the opening of school and Open House Fairs in the spring to highlight student learning. In addition, Core Knowledge culmination programs will occur on a monthly basis. School staff will participate in community councils and organizations and extend invitations to school events to the wider community. The Charter School will create a mailing list of community organizations to publicize school events and enrollment procedures that will contribute to a racial and ethnic balance at VCA that is reflective of the District.

**COURT-ORDERED INTEGRATION**

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted 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 VCA 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”). VCA 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 charter school.

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

VCA shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. VCA shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter 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 VCA under the NCLB-PSC program increases in subsequent years, VCA agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, VCA 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. VCA understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. VCA 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 Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
➢ Maintain inventory of equipment purchased with categorical funds, where applicable
➢ Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

VCA also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
Element 8 - Admission Requirements

Admission Requirements if Applicable
Ed Code 47605(b)(5)(H)

Admission Policy

VCA will admit all pupils who wish to attend the Charter School as outline in Education Code 47605 (d)(2)(A). VCA will not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is listed in Education Code Section 220. VCA will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition. VCA will adhere to all laws establishing minimum age requirements for public school attendance.

Recruitment of Students

Recruitment efforts of students who are academically low-achieving, students with disabilities, and economically disadvantaged students will be conducted by VCA each spring through community meetings, flyers and other school events to ensure that the Charter School student body reflects the District population.

Prospective students and their parents will be informed through school publications of Village Charter Academy’s instruction and operational philosophy, student-related policies and parent participation requirements. Village Charter Academy will establish an annual recruiting and admission cycle, which shall include:

--Outreach and marketing;
--Orientation sessions for parents and students;
--An admission application period;
--An admission lottery, if necessary;
--Annual data collection and verifications; and
--Student enrollment

Enrollment Procedures

All new and returning students, prior to the beginning of classes, will attend an orientation meeting to review and sign the Parent Compact, School Discipline Code, review the Parent-Student Handbook, and compete emergency information. School policies, attendance procedures and school schedules/calendars will also be reviewed as well as grade level expectations for students.

The enrollment period will be from February to May each year. School meetings, flyers and attendance at community meetings will inform the surrounding community of the enrollment period. A notice posted on the school’s website will announce the period of enrollment and required documentation for enrollment.
School banners will invite interested parents to school events with tours of the school to be arranged.

In the event that the number of students who wish to attend Village Charter Academy exceeds its capacity, a lottery system and waiting list, as stated under EC47605(d)(2)(B), will be implemented to determine those students selected to attend. Under conditions of impact and open spaces, admission preference will be given to siblings of current students, children of staff, and applicants residing with the District’s boundaries. Students may enroll throughout the school year if capacity permits.

See Appendix F1 for Enrollment Form

**Enrollment Preference**

California state residency is the only requirement for enrollment and VCA will admit all pupils who wish to attend VCA, subject only to capacity. If the number of pupils who wish to attend VCA exceeds capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of such a drawing, preference will be granted as follows:

1. Siblings of existing students of VCA are exempt from any public random drawing;
2. Children of employees of VCA are exempt from any public random drawing;
3. Residents of the District;
4. Students living in California.

If the number of applications does not exceed the capacity of the Charter School there will be no lottery, and all students who submitted qualified applications will be enrolled. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. Village Charter Academy will accept admission applications on a continuous basis, throughout the school year, if the Charter school has not reached capacity.

**If a lottery is necessary, the following procedures will be followed:**

**Communication of Lottery Procedures**

The Director of Operations will insure that communication of VCA’s lottery procedures follow all guidelines. Parents and students will be informed by US Mail, VCA’s Website, individual telephone calls and flyers indicating the dates and rules of the public random drawing. The flyer will also be distributed to parents who fill out a “space request” for admission to the Charter School. Rules of the public random drawing will be printed and available for all staff and other interested parties at the Charter School site.

**Oversight of the Lottery Process**

One administrator, a certificated staff member, a classified staff member and two parents will monitor the process in order to insure fair execution of the lottery process and procedures with documentation of oversight recorded and kept in the school files.
**Lottery Process:** The following timeline will be implemented for the lottery process:

1. A “lottery form” will be available to all interested parents/guardians in the school office by March 15th each year. A submitted form must contain the name of the student, birth date, grade, address, phone number, parents’/guardians’ names and current school of attendance. See Appendix F2 for Lottery Form
2. All “lottery forms” must be received by 2:30 PM on May 31st of each year. One form must be submitted per student. School office personnel will confirm that the forms have been received and give each parent a confirmation notice. If more than one form per student has been submitted, that student will be disqualified.
3. A drawing will be held at the Charter School site on the second Friday in June with time and specific location to be announced ad communicated to parents by flyer and telephone.
4. Names will be drawn until all names have been called.
5. Names will be recorded on a chart in order drawn for all participants to view and those students who will be enrolled will clearly identified on the chart.
6. When all spaces have been filled, names from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
7. This process will continue until all forms have been drawn and all names listed on the chart.
8. The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by VCA staff.
9. Parents of students on the waiting list will be informed as to the student’s place on this list.
10. Parents of students selected for enrollment will be informed that the enrollment process must be completed prior to the start of school, and no later than 12:00 PM, the Friday prior to the first week of school. If the forms are not completed within this time frame and required registration documents not submitted, their child will lose their spot and the next name will be taken from the waiting list.
11. When a student from the waiting list is offered enrollment, the parent/guardian will have three (3) days to determine whether to accept or reject the offer of enrollment.
12. Lottery procedures and timelines will be posted yearly in the main office beginning on March 1st.

The Human Resources Manager of the Charter School will maintain all forms for all students who participated in the lottery for one year as well as the chart documenting the order of the name selected.

This process will also be implemented during the school year, as needed, when the lottery process is needed to fill vacant spaces. The process will also be implemented at mid-year if spaces are available. The timeline documented above will be adjusted as needed, by the board of Directors.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.
**NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Element 9 – Financial Audits

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

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

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

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – December 15 following the end of the fiscal year
7. Classification Report – monthly according to school’s Calendar
8. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
   o P1, first week of January
   o P2, first week of April
9. Instructional Calendar – annually five weeks prior to first day of instruction
10. Other reports as requested by the District

Financial Audits

An annual independent financial audit of the books and records of VCA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 4760(m). The books and records of VCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

VCA will select an independent auditor through a request for proposal process. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required, under applicable law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December each year. The VCA Director of Operations/Executive Director, with the Board Budget Sub-Committee, will review any audit exceptions or deficiencies and report to the VCA Board of Directors with recommendations on how to resolve them.
Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of District with an anticipated timeline for the same. Audit appeals or requests for summary review school be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

**The independent financial audit of VCA is a public record to be provided to the public upon request.**

**Required Reports**

VCA will submit the following reports to LAUSD in the required format and within time-frames as specified by LAUSD:

- **Provisional Budget** - Spring prior to next fiscal year
- **Final Budget** - July of the current budget fiscal year
- **First Interim Projections** - November of current budget fiscal year
- **Second Interim Projections** - February of current budget fiscal year
- **Unaudited Actuals** - July following the end of the fiscal year
- **Audited Actuals** - November following the end of the fiscal year
- **Classification Report** - Monthly, the Monday after the close of the last day of the school month
- **Statistical Report** - Monthly, the Friday after the last day of the school month
- **P1** - First week in January
- **P2** - First week in April
- **Instructional Calendar** - Annually five weeks prior to the first day of instruction
- **Other reports as requested by the District**

See Appendix G2 for Projected budget and Cash Flow

**Local Control Funding Formula**

Village Charter Academy will comply with all reports required of charter schools pursuant to the Local Control Funding Formula Charter School Accountability Plan including the annual update required pursuant to California Education Code Section 47606.5

**Revolving Loan**

The Charter School accepts and understands obligations to comply with Education Code Section 41365 (Revolving Loan Fund).

See Appendix G3 for Letter of Credit
Element 10 – Student Suspension or Expulsion

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

Student Suspension and Expulsion Policy

VCA’s Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In developing this policy, the Charter School has reviewed Education Code Section 48900 et seg. which describes the non-charter schools’ lists of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code 48900 et seg. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion. VCA staff shall enforce disciplinary rules and procedures fairly and consistently for all students. This Policy and its Procedures will be printed, reviewed with staff, students and parents, and distributed as part of the Parent Compact and Parent/Student Handbook, which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For the purposes of the Policy, corporal punishment does not include employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in
writing of all discipline policies and procedures through the Parent Compact and Parent/Student Handbook which is distributed to all families upon enrollment and then yearly, at the beginning of each school year. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Student Behavior Code and Discipline Policies**

VCA’s staff, working with the Academic Excellence and the Community Partnership Sub-Committees review and revise as needed VCA’s Student Behavior Code and the Charter School’s Discipline Policies annually with additional reviews/revisions as needed. The goal of the review process is to ensure a safe and supportive school climate with clearly understood expectations of student behavior on the part of all stakeholders. The Parent/Student Handbook and VCA’s Home/School Compact are reviewed at the beginning of each school year with parents and community. These documents identify the working relationship and responsibilities of staff, parents, and students. In addition the Parent/Student Handbook clearly outlines the expectation of VCA for student behavior.

The goals of VCA’s Behavior Code and established discipline policies is to implement positive approaches to support students and their parents and to modify behavior to create a positive educational experience for each student in a safe school environment. VCA’s school-wide Core Virtues instructional programs give students the basis for positive interaction with peers and with the development of critical problem-solving skills.

For students who have difficulty in following VCA’s Student Behavior Code, the Charter School has developed the following progressive steps of consequences for their behavior, which may be modified to as the situation requires:

**Step 1:** Informal conversation with staff with a discussion of incident and review of student code.

**Step 2:** Loss of Privileges appropriate to infraction.

**Step 3:** Written warning and written required response by student. 1.) What happened? 2.) What rule did you not follow? 3.) How could you have avoided the problem? 4.) What will you do in the future? Follow-up conference to review student written response with staff member.

**Step 4:** “Time Out” in another classroom or supervised area as appropriate.

**Step 5:** Communication to Parent by letter or telephone with a summary of infractions and a review of actions taken by VCA.

**Step 6:** Staff, Parent and Student Conference to resolve problems with parent and staff support.

**Step 7:** Extended Time After School in a service project with parent consent.
Step 8: Referral to Administrator when infraction is serious.

Step 9: In-School Suspension and other alternatives before school suspension. School suspension limited to serious infractions.

Step 10: Suspension from School for 1-5 days, depending on the severity of the infraction with a follow-up conference to develop plan of action.

Step 11: Expulsion from VCA.

A meeting of VCA’s Student Study Team can be convened as needed at any step of the above process. The goals of the Student Study Team process are to provide early identification, a review of all available information and the implementation of an early intervention plan to ensure student success. Included in the review is a discussion of student’s strengths, background and health information, academic profile and classroom information, school support services, test results, and social and emotional concerns. The goal of the Student Study Team meetings are to provide assistance and support with the implementation of a positive problem approach to develop strategies, coordinate appropriate resources, and to implement a student plan with measurable objectives and follow-up reviews of the plan’s successful intervention.

Enumerated Offenses

In cases of serious misconduct, a student may be suspended from class or from school, or recommended for expulsion from VCA by the Director or Operations or Director of Instruction. The Length of suspension or expulsion will be determined by the severity and recurring nature of the violation. Suspensions may be one (1) to five (5) days in length, and will be at the discretion of the Directors, or his/her designee. Suspension from school may not be more than twenty (20) school days per school year. Expulsions may be from one semester to a full school year. The length of suspension will be at the discretion of the VCA Board of Directors.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at VCA or at any other school or a Charter School-sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or returning from school; c) during the lunch period, whether on or off the school campus; d) during, going, or returning from a school-sponsored activity.

Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined that the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force of violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 1053-11058, alcoholic beverage or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property.

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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

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

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

l. Knowingly received stolen school property or private property.

m. 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.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

0. 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 students for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision “hazing” means a method of initiation or pre-initiation into a pupil organization or “body,” whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a
former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r. Made terrorist threats against school officials and/or school property. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purpose of this section, the conduct described in Section 212.5 must be considered by a reasonable persons of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any grades of 4 to 12, inclusive.

t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. 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 a substantial disorder and invading other student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any grades of 4 to 12, inclusive.

v. 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 Education Code, directed specifically toward a pupil or school personnel.

w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x. Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free School Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to”: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the proceeding clauses.

Alternative to suspensions or expulsion will first be attempted with students who are truant, tardy, or other absent form assigned activities.

Gun Free Schools Act

The Charter School shall comply with the Federal Gun Free Schools Act.

Process for Suspension and/or Expulsion

The Directors or other designated administrators, may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act.

Suspension Procedures

A. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or his/her designee, the teacher supervisor or school employee who referred the student to the Director or his/her designee. The conference may be omitted if the Director or his/her designee determines that an emergency situation exists. If the student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and is able to provide his/her version and evidence in his/her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization,
No penalties may be imposed on a pupil for failure of the pupil’s parents or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. **Notice to Parents:** At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

**Suspension Time Limits/Recommendations for Placement/Expulsion:**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or his/her designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made the Director or his/her designees upon either of the following determinations: 1.) the pupil’s presence will be disruptive to the education process; or 2.) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the result of an expulsion hearing.

**Expulsion Procedures**

A student may be expelled by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel, not to include any of the administrators involved in the initial student discipline, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board Member of the Charter School’s governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.** Unless postponed for good cause the hearing shall be held within thirty (30) school days after the Director or his/her designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at
least five (5) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Village Charter Academy’s disciplinary rules, which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School or 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.

C. Special Procedures For Expulsion Hearing Involving Sexual Assault or Battery Offenses. Village Charter Academy may, upon finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at a hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Village Charter Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notices 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 when testifying.

2. The Charter School must also provide the victims 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/she may leave the hearing room.

4. The person 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 person 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. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him/her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearings shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his/her discretion to remove a person from the hearing whom he/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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. 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 circumstance 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 or any purpose.

Record of Hearing: A record of hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.

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**Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Administrative Panel or designee determines that disclosure of the identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and written recommendations to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within then (10) school days following the conclusion of the hearing. **The decision of the Board of Directors is final.**

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

D. **Written Notice to Expel:** The Executive Director, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Village Charter Academy.

**The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District.**

This notice shall include the following:

1. The Student’s name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Village Charter Academy shall notify the superintendent of the school district of the pupil’s last know address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including as transcript or report card and health information.
STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

NOTIFICATION OF THE DISTRICT

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

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving
school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – 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 federal social security.” Ed. Code § 47605 (b)(5)(K)

VCA will participate in PERS, STRS, PARS, and Social Security for qualifying employees. VCA will utilize the Los Angeles County Office of Education’s retirement reporting system or a retirement system compatible with LACOE. VCA’s Business Manager, under the direction of the Director for Operations and established school fiscal procedures, will insure that appropriate arrangements for each employee’s retirement coverage have been made regularly as required and in a timely manner.

State Teachers’ Retirement System

All full-time certificated employees of VCA will be members of STRS (State Teachers’ Retirement System). Employees will contribute the required percentage and VCA will contribute the employer’s portion. All withholdings from employees and from VCA will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS.

Public Employees’ Retirement System

All full-time classified employees will be members of the PERS (Public Employees’ Retirement System). Employees and VCA will contribute the required rate as designated by PERS.

Employees will accumulate service credit years in the same manner as all other members of PERS.

Social Security payments will contributed for all qualifying PERS members.

Public Agency Retirement System

VCA will participate in the PARS (Public Agency Retirement System) for all non-PERS/STRS eligible part-time employees.

Social Security payments will be contributed for all qualifying PARS members.
Element 12 – Attendance Alternatives

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

Attendance Alternatives

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

Parents and guardians of students enrolled in VCA will be informed on the initial enrollment forms that students have no right to admission to a specific school of the local educational agency as a consequence of enrollment in VCA, with the exception that such a right is extended by the local educational agency.

Information on the District’s “open enrollment” policies and procedures will be made available to all parents during the enrollment period and on a yearly basis. Parents who plan to apply for an “open enrollment” space will be assisted by VCA staff with needed documentation and information during the enrollment period. In addition, meetings on enrollment options for students will be held annually in December and January and will include information on middle-school matriculation, magnet schools, and other District options available to parents.
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)

Employee Rights of District Employees

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

All employees of VCA will be the exclusive employees of VCA. Sick or vacation leave or years of service credit at the District or any of district will not be transferred to VCA.
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)

**Dispute Resolution**

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

Any Dispute between the District and VCA shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Village Charter Academy
c/o School Director

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Employer Status and Collective Bargaining

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

Employee Status and Collective Bargaining

VCA is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – Procedures to be used if the Charter School Closes

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

Ed. Code § 47605 (b)(5)(P)

Renewal Timeline and Process

The term of the Charter, and each subsequent renewal, shall each be five years as required by Education Code Section 47067. Village Charter Academy will submit a charter renewal petition to the District in accordance with LAUSD Charter School Administration procedures. The renewal petition will be reviewed according to the standards of Education Code Section 47605.

REVOCATION OF THE CHARTER

The District may revoke the Charter if [Charter School] commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of [Charter School] if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- VCA committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- VCA failed to meet or pursue any of the pupil outcomes identified in the Charter.
- VCA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- VCA 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 [Charter School] in writing of the specific violation, and give [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

CLOSURE ACTION

The decision to close VCA, either by the governing board of VCA or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of [Charter School] votes to close Charter School; or the Charter lapses.
CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to VCA, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of VCA or the LAUSD Board of Education, the governing board of VCA shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how VCA will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of VCA. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in VCA within 72 hours of the Closure Action. VCA shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). [Charter School] shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. VCA shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, VCA shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter School] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. [Charter School] shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. VCA shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date,
exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. VCA must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly 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 of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

VCA 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.

VCA shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by VCA will be the responsibility of VCA and not LAUSD. VCA understands and acknowledges that VCA will cover the outstanding debts or liabilities of VCA. Any unused monies at the time of the audit will be returned to the appropriate funding source. VCA 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 VCA participates, and other categorical funds will be returned to the source of funds.

VCA shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. 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 Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

VCA shall retain sufficient staff, as deemed appropriate by the [Charter School] governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

VCA’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

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

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end VCA’s right to operate as a charter school or cause VCA to cease operation. VCA and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore 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.
FACILITIES

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 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:**
  1. **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
  2. **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 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.

Non-District-Owned Facilities

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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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 Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the
contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to
the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall 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:** Charter School shall 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.

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per
   Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified
   School District and the Board of Education of the City of Los Angeles (“Board of Education”) as
   named additional insureds and shall provide specifically that any insurance carried by the District
   which may be applicable to any claims or loss shall be deemed excess and Charter School's
   insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage
   shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval
   of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all
   Charter School employees who handle, process or otherwise have responsibility for Charter School
   funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per
   occurrence, with no self-insured retention.

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

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Certificates shall be endorsed as follows: “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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs.**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

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

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

**Internal Fiscal Controls**

VCA will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)