

Vista Condor Global Academy
Charter Petition for the term July 1, 2018 – June 30, 2023

Submitted to Santa Ana Unified School District

July 25, 2017

Dr. Donald S. Wilson, Lead Petitioner

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2. Vista Condor Global Academy FMCAT LCFF Calculator
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1. Readers and Writers Workshop Companion (Grade 5)
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3. CCSS Aligning with Kindergarten Unit 1
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16. Asia Society, Global School Design *At a Glance*
17. Asia Society, ISSN, Performance Assessment Shell

Founding Team Resumes

1. Don Wilson, Ed.D, Vista Charter Public Schools Superintendent
2. Catherine Real, Ed.D.
3. Sabrina Bow, Ed.D.
4. Colin Felch, Ed.D, Vista Condor Elementary School Founding Principal
5. Paul Khoury, Vista Charter Public Schools Chief Business Officer
6. Kate Farmer

Governance

1. Board resumes (Jack Bagwell, Judy Molodow, Joe Rubio, Paul Vierya)
2. Articles of Incorporation (Vista Charter Public Schools)
3. Bylaws (Vista Charter Public Schools)
4. Conflict of Interest Policy
5. Minutes from May 23, 2017 VCPS Board meeting

Community Support

1. Signatures of Meaningfully Interested Teachers
2. Parent support signatures
3. Letter of Support and Provisional Acceptance, El Dorado SELPA
4. Letter of Support, LA Opera

Facilities: Letter of support, Templo Calvario

Policies: Vista Charter Public Schools Wellness Policy

Research-Based References: References/Bibliography

AFFIRMATIONS & ASSURANCES

As the authorized lead petitioner, I, Donald Wilson, Ed.D., hereby certify that the information submitted in this petition for a California public Charter School, to be named Vista Condor Global Academy (“VCGA,” or the “Charter School”), to be located within the boundaries of the Santa Ana Unified School District (“SAUSD,” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public Charter School; and further, I understand that, if awarded a charter, Vista Condor Global Academy will follow any and all federal, state, and local laws and regulations that apply to Vista Condor Global Academy, including, but not limited to:

1. Vista Condor Global Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Vista Condor Global Academy Inc. shall be deemed the exclusive public school employer of the employees of Vista Condor Global Academy for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. Vista Condor Global Academy shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Vista Condor Global Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Vista Condor Global Academy shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. Vista Condor Global Academy shall not discriminate on the basis of the

characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. Vista Condor Global Academy shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

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

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

10. Vista Condor Global Academy shall, at all times, maintain all necessary and appropriate insurance coverage.

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

12. If a pupil is expelled or leaves Vista Condor Global Academy 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 a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

13. Vista Condor Global Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]

14. Vista Condor Global Academy shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

15. Vista Condor Global Academy shall comply with any applicable jurisdictional

limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

16. Vista Condor Global Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

17. Vista Condor Global Academy shall comply with all applicable portions of the Elementary and Secondary Education Act.

18. Vista Condor Global Academy shall comply with the Public Records Act.

19. Vista Condor Global Academy shall comply with the Family Educational Rights and Privacy Act.

20. Vista Condor Global Academy shall comply with the Ralph M. Brown Act.

21. Vista Condor Global Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Donald S. Wilson, Ed.D., Lead Petitioner
Vista Condor Global Academy

Date

EXECUTIVE SUMMARY

Vista Condor Global Academy will transform the school experience, meet the evolving needs of students in Santa Ana, CA, and ensure that every child in attendance receives a rich, individualized, rigorous and joyous education that will prepare him or her to be college and career-ready as a productive and successful global citizen rich in humanity.

The inspiration for our name, vision, and mission comes from the 500-year-old Mayan legend of the Condor and the Eagle:

The Legend of the Eagle and the Condor

A legend over 500 years old says that, deep in the mists of history, human societies decided to take two routes and become two different people: the Eagle people and the Condor people.

The Eagle people are typically mind-oriented, industrial, and related to masculine energy, often identified with science, technology, and Northern culture.

The Condor people are intuitive, creative, feeling, and related more to feminine energy. Indigenous people have usually identified with this path, as their cultures prioritize the heart above the brain, and mysticism over rationalism.

The legend says that for many years these two paths would not cross at all. Then, in the Fourth Pachakuti (1490 AC), they would come together and the Eagle would be so strong as to practically drive the Condor into extinction—but not quite.

The Fifth Pachakuti (1990 AC) would create a portal for the Eagle (intellect) and Condor (heart) to fly together in one sky and create a new offspring: higher human consciousness.

Since their inception, our current Vista Charter Public Schools, which have had a very strong academic mission, have designated the Eagle as a mascot and symbol of their identity. With our new Condor Global Academy, we will preserve that academic focus, but with the intention of creating a learning environment in which the intellect and the heart are granted equal importance, and where students learn to be compassionate global citizens with a mission to fundamentally change the world for the better.

Mission

Our mission at Vista Condor Global Academy is to create a transformative K-5 learning experience that is engaging, culturally and socially relevant, and globally oriented, and builds a strong STEM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind, creating a compassionate global learning community that involves students in their development of the knowledge, skills, attitudes, behaviors, aspirations, and beliefs needed to be successful academically and globally competent with the scientific and technical skills to both compete in and humanely serve an ever-increasing interdependent international

world.

Vision

Vista Condor Global Academy is deeply committed to closing the achievement gap for low-income and historically underserved students and to addressing the growing opportunity gap created by what American schools traditionally teach by providing a relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy. Students with global competence as well as a strong technological foundation are able to investigate the world beyond their immediate environment and conduct well-crafted and age-appropriate research, recognize divergent perspectives, including their own and those of others, communicate their ideas effectively, and, most importantly, take action to improve their own conditions and those affecting the world around them. At VCGA, we strive to create a learning environment in which students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and every-day tasks that have local and global significance, and have myriad opportunities to exhibit their mastery to a real-world audience. Most importantly, VCGA envisions a school where students enter to learn, but leave ready to serve the world through a deeper understanding of their role in bringing forth an environmentally sustainable, spiritually fulfilling, and socially just human presence on our planet.

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs. Unfortunately, a person time-traveling from 1917 to 2017 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today. Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation (Frey, Osborne, 2013). A very recent study out of University of Redlands's Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years (Semuels, 2017).

just as our current kindergarten students will be entering the working world. Not all jobs are equally under threat. Jobs that have a lower risk of future automation are in health care, social services, management, entrepreneurship, the technology sector, and others that require more human interactions, communication, and sophisticated technical and reasoning skills. It is irrefutable that the world around us is rapidly evolving-- and so must our schools.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing children from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*– are teaching us something profound about student learning and potential. Determining how we transform our public schools to meet a more expansive and necessary set of expectations for all students is critical. It is increasingly clear that both academic and life success in the 21st century demands the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness skills.

At Vista Condor Global Academy, we believe that students should be educated in a way that prepares them to be adaptable, creative, critical thinkers; be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations; and be nimble enough to take opportunities that may not even exist yet. Vista Condor Global Academy's unique educational approach combines teaching global competencies in tandem with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in a global economy.

Vista Condor Global Academy will demonstrate what is possible when we design and implement learning models that reflect the needs of our students in a quickly changing world. To address the obstacles preventing children from contributing compassionately and meaningfully in today's society and economy, VCGA will provide a STEAM education and follow the International Studies School model –according to which students build the independence to think deeply, test ideas, solve problems and reflect on their own learning and growth. In many ways, the school will be a supplemental learning lab for Santa Ana Unified School District (SAUSD), incubating and testing new ideas; learning rapidly; and sharing our lessons of both success and areas for improvement. VCGA will go beyond a mastery of standardized tests and traditional approaches to meet a more expansive yet necessary set of expectations for all students to foster deeper learning, cultural competency, and social emotional skills. SAUSD has put forth its seven building blocks of success and a bold mission “to ensure well-rounded learning experiences, which prepare our students for success in college and career. To engage, inspire, and challenge all students to become productive citizens,

ethical leaders, and positive contributors to the community, country, and a global society.” VCGA will exemplify these goals, and is uniquely positioned to quickly prototype and intensively collaborate with schools throughout the District. We intend, within our program, to support these goals as much as possible. Together, we will forge a new path for children in the District, and in all of Orange County.

Vista Condor Global Academy will support the specific goals of the District in the following ways:

- 1. Clear Focus on Learning:** Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

VCGA’s educational program will be rigorous and will encompass all required state standards. Each student will have an individual learning plan, created by the teacher and shared with the parents, to ensure that he or she is meeting or exceeding the minimum standards in language arts, mathematics, science, social science, and the arts. We are committed to exceeding the California State Standards, including the Common Core State Standards and the Next Generation Science Standards.

- 2. Comprehensive Accountability:** Assess student learning to inform practice and monitor implementation of best practices.

VCGA will use Roadmap to Rigor Workshops, curricular maps that guide standards-based instruction. Students will be assessed through a learning management system that teachers and administrators will create and administer. The results which will drive instruction, and determine any needs for support or intervention. Teachers will review their students’ scores, meet with administration to review the results, and together will determine what the next steps of action may be.

- 3. Climate:** Ensure safety of students and staff, and build trusting relationships that are driven by the core values of respect, responsibility, and results

VCGA will be a school founded with a global and multi-cultural spirit that addresses the social and emotional needs of the whole child. The school will celebrate diversity and our humanity through a deep commitment to the Way of Council and Restorative Justice principles, as outlined in this petition, to ensure that students learn to speak and listen from the heart and see the humanity in themselves and each other. We will further this focus by incorporating activities and lessons that will help students understand the world around them. These lessons and activities will include guest speakers, demonstrations, and field trips, when and where appropriate.

- 4. Capital:** Effectively and efficiently align fiscal, physical, and personnel resources to support and ensure student learning.

VCGA is part of the larger team of Vista Charter Public Schools (VCPS), which has a strong history of fiscal responsibility, providing rich resources to ensure student learning. VCPS employs a full-time Chief Business Officer, who serves to develop sound fiscal policies, monitors all fiscal obligations, and helps principals create budgets that drive instruction.

- 5. Communication:** Develop, define, and deepen understanding of the District's vision internally, and with our community, by creating unified messaging, including avenues for two-way communication.

VCPS believes that clear and transparent communication is critical, and therefore provides all of its schools with multiple tools to meet the needs and desires of all stakeholders. VCGA will have and use a regularly updated website, a learning management system, Class Dojo, home visits, newsletters, parent and community events, student-led conferences, text messaging, and phone calls. All teachers and administrators will have an open-door policy and are required to return calls or emails within 24 hours.

- 6. Community and Parent Involvement:** Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups, and community leaders.

Family involvement is a crucial element of the VCGS experience. VCGS collaborates with students and families by providing guidance and fostering development of home-to-school relationships, facilitating regular involvement with their child's learning plan, and strengthening parenting support and skills. Parents are encouraged to be active school advocates, volunteers, and leaders. Parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.).

- 7. Commitment and Capacity:** Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

Teacher professional development will be a high priority at VCGA. Teacher teams will dedicate time to develop curriculum, look at student work, and refine their teaching practice together. VCPS has on-going and strong relationships with Kagan, The Ojai Foundation's Council in Schools (CIS) program, Literacy Partners workshop model, Pearson, and many other organizations that will provide professional development opportunities for VCGA teachers and support staff. Importantly, VCGA looks forward to working with Santa Ana Unified and sharing expertise in exciting and innovative

programs.

Vista Condor Global Academy is committed to supporting the vision, mission, and seven building blocks of SAUSD. However, we aspire to use the unique autonomies provided to charters to innovate beyond these structures, to learn from both our successes and failures, and to work collaboratively with SAUSD for the benefit of all Santa Ana students and families.

Founding Team

The Founding Team of Vista Condor Global Academy is a group of highly qualified educators, community leaders, and parents with the depth and breadth of experience necessary to establish a successful school. United by the belief that all students should have access to a phenomenal education program, the founding team members are inspired by the vision for VCGA. Each team member is committed to equality, flexible and open to new ideas, experienced in education, and a champion for the success of today's youth.

The founding team members include the individuals below (resumes can be found in Appendix A):

- Donald S. Wilson, Ed.D.
- Catherine Real, Ed.D.
- Sabrina Bow, Ed.D.
- Paul Khoury
- Colin Felch, Ed.D.
- Kate Farmer

Founding Team Member	Team Role	Professional Expertise
Donald S. Wilson, Ed.D	Lead Petitioner, primary petition author	Superintendent for Vista Charter Public schools, 28 years in public education, Doctorate in Urban Leadership, published study on student engagement
Catherine Real, Ed.D.	Consultant and petition contributor for role of student engagement in urban schools	Doctorate in Urban Education, published study on student engagement, school and district level administrator
Sabrina Bow, Ed.D.	Petition reviewer	Doctorate in Education, 12

		years' experience in charter school administration, petition development
Collin Felch, Ed.D.	Vista Condor Global Academy Founding principal, expert on global education and STEAM education	ISSN administrator and lead teacher, Doctorate in Urban Education with published study on global education,
Paul Khoury	Budget development	Vista Charter Public Schools Chief Business Officer; school finance, budget, and operations
Kate Farmer	Petition contributor for International Studies School Network	Director of Partnerships for Global Education and Asia Society, published author and expert on global education

In addition to the founding team members, a diverse group of collaborators, petition reviewers, and advisors have played a critical role in the design of the educational program.

ELEMENT 1: EDUCATIONAL PROGRAM

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

Governing Law: 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. Education Code Section 47605(b)(5)(A)(ii).

Vista Condor Global Academy believes that all cultures matter. Our unique global perspective combined with a STEAM focus teach students to honor other cultures and perspectives, to fully embrace their own cultural heritage and, to build the technical skills to compete in the 21st Century.

Mission and Vision

Our **mission** at Vista Condor Global Academy is to create a transformative K-5 learning experience that is engaging as well as culturally and socially relevant, and builds a strong foundation for college and career readiness. We provide a quality education for all students by focusing on both the heart and mind, creating a compassionate global learning community that involves the students themselves in developing the knowledge, skills, attitudes, behaviors, aspirations, and beliefs needed to be globally competent and academically successful and possess the technical skills to both compete in, and humanely serve, an increasingly interdependent international world.

Our **vision** is to close the achievement gap for low-income and historically underserved students and to address the growing opportunity gap created by what American schools traditionally teach by providing a relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy. Globally competent students are able to investigate the world beyond their immediate environment and conduct well-crafted and age-appropriate research, recognize divergent perspectives-- their own and those of others--, communicate their ideas effectively, and-- most importantly--, take action to improve their own conditions and those affecting the world around them. At VCGA, we strive to create a learning environment where students have a say in what they learn and how they learn it, apply knowledge and skills to real-world and authentic tasks that have local and global

significance, and have a multitude of opportunities to exhibit their mastery to a real-world audience. Most importantly, VCGA envisions a school where students enter to learn, but leave ready to serve the world through a deeper understanding of their role in bringing forth an environmentally sustainable, spiritually fulfilling, and socially just human presence on our planet.

Educational Philosophy

At Vista Charter Public Schools, we are committed to transforming the school experience. From the moment you enter a Vista Charter Public School, you notice the difference. Beyond the warm welcome and inviting environment is a team of highly trained teachers, administrators, and support personnel, all of whom share the goal of ensuring that our students are highly engaged in their academic life and feel 100% accepted as part of the Vista family. Vista Public Charter Schools is the right fit for students of all achievement levels and aspirations, with an essential commitment to equity and a focus on improving college and career-readiness skills in a global context.

The founding myth from which our Condor name comes speaks to the transformative outcome that is possible when cultures learn to accept and learn from each other. At Vista Condor Global Academy, we take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. As students move through each grade, they will experience a well-rounded, holistic, and global curriculum with a STEAM focus. Math, science, technology, engineering, and the arts will permeate every student's experience. Importantly, our students will learn to use advanced technologies as a creative means to a productive end, not an end in itself. Literature and history are also integral parts of their experience and taught in a hands-on, engaging workshop model that honors individual voices and productive dialogue.

At Vista Condor, we believe that students master core subjects by applying knowledge in a real-world context. In addition to rigorous academics, our schools' focus on increased proficiency in crucial 21st-century skills-- such as critical thinking, problem solving, and collaboration-- ensures that students are active participants in their own education. We work tirelessly to ensure that our students will be prepared for full participation in a 21st-century global community.

Families are fundamental to the learning process at Vista Condor. Parents are highly valued and necessary to the continued success of our students. Our families are invited and encouraged to become active members of the Vista community by volunteering in one of the many opportunities that abound at our schools. All Vista schools maintain an open-door policy to ensure good communication between school and homes. Indeed, we know that many of our students will spend more time with us than at their actual homes. At Vista Condor Global Academy, we consider the school to be a child's home away from home and seek to create the conditions of a personal, supportive, loving, and

transformative environment.

At Vista Condor, we understand that our students' success will require confronting society's many prejudices and breaking barriers of discrimination that too often define who we are. We believe that mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. We believe that low-income students of color, perhaps more than any other group of young people, will benefit from an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Vista Condor seeks to meet each child's social, emotional, physical, and academic needs to prepare them for an increasingly complex, globalized, and technologized world. To that end, Vista Condor adheres to the guiding principles of the traditional Japanese holistic approach ("Chi-Toku-Tai") academic prowess, moral, physical, and mental health). This philosophical stance promotes the idea that when the needs of the whole child are addressed, a zest and love for life and all its possibilities is the outcome.

Learning Environment

At Vista Condor, we believe joyful schools are successful schools and that the learning environment is a major key to teacher and student happiness. The learning environment is the setting in which a culture of joyous learning occurs. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values (Creemers and Rezigt, 1996). Research on emotional engagement indicates the importance of school climate on a student's academic achievement (Cooper et al., 2005). The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement (Cooper et al., 2005). Teachers at such schools are perceived by students to have a caring personality and in turn, this motivates students to work harder for them. At Vista Condor, a school wide focus on connectedness and cultural relevance is sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school wide discipline policies and practices (Fenning & Rose, 2007; Coleman, 2014). This is the hallmark of the Vista Condor learning environment.

The learning environment at Vista Condor takes into account the whole child and incorporates important aspects of the physical setting, classroom norms and values, the role of pedagogy and instructional approach, discipline management, and family engagement. To accomplish this, and in addition to our instructional focus and signature practices, Vista Condor implements the following programs, practices, and procedures:

- | | |
|------------------------------------|-------------------------------------|
| 1. Small Learning Communities | 7. Personal Learning Plans |
| 2. Professional Learning Community | 8. Differentiated Instruction |
| 3. Homework | 9. Data-Driven Instruction |
| 4. Uniforms | 10. After-school Programs and Clubs |
| 5. Physical Space and School Site | 11. Technology as a Tool |
| 6. Family Engagement | 12. Leadership |

1. Small Learning Communities.

Extensive research has looked at the implications of school size (Finn & Zimmer, 2012; Furlong et al., 2003; Marks, 2000). Research has suggested that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, enhanced student participation, and increased attendance, all leading factors in student engagement (Darling-Hammond & Plank, 2015; Finn, 1989; Furlong & Christenson, 2008). So, while size itself may not be an active factor in engagement, it can promote the conditions for it.

Our school will never exceed 450 students, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals.

Additionally, we are in the planning stages and working with RedHook Development for a proposed state-of-the-art facility to be built in conjunction with our Vista Heritage Charter middle school site, located at 2609 West Fifth Street, Santa Ana, CA 92703.. The Site owner is Templo Calvario. Please see letter of support from Templo Calvario in appendices. The proposed 18,000 square foot site is slated to be finished for the 2018 fall opening, and will have a full-size auditorium/gymnasium, maker spaces, learning labs, science centers, and integrated technology.

2. Professional Learning Communities.

VCGA faculty will work as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue (Marzano, 2011). Not unlike the students, the faculty at VCGA will meta-cognitively process their instruction. The focus questions will rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty will analyze student data from assessments and adapt their instructional plans to meet deficit areas by

collaborating twice a month in both content and grade-level teams. Faculty will receive Professional Development support during minimum days (currently set for Mondays). This support will enhance the Professional Learning Community. Topics that will be included as part of the professional development and PLC discussion are outlined in the chart below.

Professional Development Topics and Professional Learning Community	
School Culture	Way of Council Learning Management System
Curriculum & Instructional	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Project Lead the Way
Assessments & Standards	Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities) SBAC aligned assessments
Reading	Readers Workshop (Overview, Units of Study, mini lesson design, student conferencing, modeling) Independent Reading Time Block Reading Comprehension Strategies Read Aloud strategies
Decoding/Fluency/ Vocabulary	Phonemic Awareness and Phonics Vocabulary
Writing	Writers Workshop (Overview, Units of Study, Mini lesson design, student conferencing) Genre Study Grammar (Editing and Revising)

Math	New Math Adoption Program (Intro, Overview, Math Lesson Plan)
History / Science	California History and Social Study Standards (2016), Amplify Science
Character Education/Ethics	Community Meeting Way of Council
Differentiation / Special Education/Student Supports	Modifications Techniques for Differentiation English Language Learners Special Education

3. Homework.

At Vista Condor, our approach to homework will be research-based and in alignment with our core values of honoring the development of the whole child. The most comprehensive research on homework comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper, who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

At Vista Condor, we believe that limited, but thoughtfully scheduled homework can teach important learner skills such as study habits, self-discipline, inquisitiveness, and independent problem solving skills. The Vista Condor homework policy espouses general guidelines that allow for teacher flexibility and individualized student learning plans:

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction**. Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
5. Cooperative and shared learning projects may be assigned from time to time and

will need to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent will be expected to support and facilitate this activity outside of school (Cooper, Robinson, & Patall, 2016).

4. Uniforms

As noted in our research, developing a deep sense of community belonging is a key factor in student engagement. At Vista Condor, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities.

Students at Vista Condor will be expected to wear school-approved uniforms. Generally, this will consist of a polo shirt or blouse with the school logo, and pants/skirts/shorts/socks in a school-approved color. Shoes will be black and appropriate for athletic activity. Outerwear may be of the family's choice or part of the uniform. Parents will be given the option of purchasing their student's uniform from an approved vendor. If the uniform requirement will cause an undue financial burden on a family, the school will provide a uniform for the student donated by the approved uniform vendor or paid for by the school. Parents will also be encouraged to donate uniforms that are no longer in use to be shared with the school community as needed.

5. Physical Space and School Site.

Vista Condor Global Academy is currently expected to open at the same location as our Vista Heritage Middle School. We anticipate opening a state-of-the-art facility with the capacity to house 450 K-5 students. However, we will continue to explore a variety of site options prior to opening. We reserve the right to request SAUSD facilities through Proposition 39. In our current design phase, we prioritize spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day. Our new facility is expected to house technologically connected classroom space, a cafeteria, office space, and an indoor gym/auditorium with ample space for recess and PE. With that in mind, Vista Condor will also be near public recreation and public transportation. Currently, the City of Santa Ana is planning to construct a trolley station behind our location, which will provide Vista Condor families an easy transportation solution.

6. Family Engagement.

Research has long been clear about the important role that families play in their children's academic success. At Vista Condor, parents, guardians, and extended family will be integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there will be

frequent communication between the school and families. At Vista Condor, we will be committed to using a variety of means to communicate with our families. Our families will have access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don't use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At Vista Condor, we will use our LMS to ensure that families receive communication in their preferred format. Teachers will send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, Vista Condor will host a variety of social and educational events to promote community-building and family involvement. These may include back-to-school events, parent educational seminars, exhibitions of student work, student performances, and our special awards night, *Noche de Estrellas*. Families will accompany their child to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their child's academic life:

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

These three areas will strengthen Vista Condor students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Personal Learning Plans will enhance parent involvement, as they will have components in which the parents will be a part of their child's development of college awareness, personal aspirations and planning for the future.

7. Personal Learning Plans

Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, VCGA students will develop Personal Learning Plans upon enrollment starting from kindergarten. They will have opportunities to reflect on their learning, make appropriate

choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from VCGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week in our workshop model.

Students will develop clarity of purpose by creating a Personal Learning Plan that considers their current level of progress and long-term goals. VCGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences, and regularly scheduled parent/teacher conferences will provide a structured time during which students and families will be able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At Vista Condor, we are preparing our students to be fully participatory in their own educational journey, which will extend beyond the fifth grade.

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

Another area that supports Personal Learning Plans and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated (Marzano, 2011).

8. Differentiated Instruction.

VCGA staff will utilize its knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986).

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structures, which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Functioning differentiation must respond to student readiness, interest, and his/her

learning profile (Tomlinson, 2003). Individualized work will be at an appropriate level of challenge; tasks and questions will link to students' interests, and address the students' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VCGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at Vista Condor will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, CGI, FOSS, ISTE, Project Lead the Way, Amplify Science and other similar programs have differentiation of instruction as a core value and will be considered for implementation at Vista Condor.

9. Data-Driven instruction

The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers will use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments will drive follow-up instruction, support, and/or intervention. Once the Condor staff has been hired, grade-level groups will create assessment calendars in conjunction with their curriculum. All students will be assessed regularly to ensure clear progress. Teachers will review their students' scores, meet with grade-level teams and administration to review the results, and together will determine what the next steps of action may be. Similarly, quarterly assessments will be reviewed in order to determine learning directions. The Quarterly Assessment will have more weight, as it will cover nine weeks of instruction. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and LMS will be the tool utilized to assess students and to create the assessments. Also, teachers will have regular opportunities in the workshop model to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that will guide next steps. PowerSchool, Schoology, and Canvas are examples of online assessment programs that will be utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, Vista Charter Public Schools is adopting a Learning Management System. Vista Condor will use the same online assessment and learning management system as all schools in Vista Charter Public School system.

10. After-School Programs and Clubs.

The research has also regularly noted the value of after-school programs and clubs for

student engagement. Students who participated regularly in after-school clubs were found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously (Finn & Zimmer, 2012). Even then, the role of non-academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research (Shernoff et al., 2003).

Vista Charter Public Schools have a long history with Youth Policy Institute (YPI) and uses them for our after-school programs. YPI has a strong tradition of academically focused programs and tutoring, balanced by enrichment activities. Vista Condor will continue to work with YPI to create an academically supportive afterschool program.

YPI is committed to providing services to the Vista Condor Global Academy. (Please see attached YPI commitment letter in appendices).

11. *Technology as a Tool*

VCGA believes that, to be a globally educated, 21st-century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk* (National Commission on Excellence in Education, 1983), which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated (Bragshaw, 2001) that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences. This is why, at VCGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

At Vista Condor, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE, 2016). The ISTE Standards are *the* benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely global perspective. The standards are designed around age band articulation that is in alignment with the VCGA developmental and child-centered approach. Students will utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases,

spreadsheets, publishing software, media editors, and so forth will be integrated into the curriculum. Students will be required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Personal Learning Plan, what tools they are interested in learning and incorporating into their class projects.

Technology and Social Media. For most, the idea of warm and supportive teacher-student relationships is set in the context of the classroom. Yet, with the current generation growing up with multiple forms of instant communication, there is a generational gap in what constitutes a nurturing relationship. Recent research has shown that virtual relationships and interactions that are respectful, warm, and supportive also increase student engagement (Taylor & Parsons, 2011). The use of texting, protected on-line environments, Twitter, and Instagram can be key strategies for teachers to reach a larger circle of influence in the lives of their students. Further, it can give teachers the ability to help students connect with a larger circle of adult support and expertise across multiple areas of study and personal interest, thereby increasing a student's sense that they are personally cared for as an individual (Taylor & Parsons, 2011).

At all Vista Public Charter Schools, a learning management system (LMS) is being adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through a LMS, teachers can safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators can monitor daily activity and keep abreast of their student's progress and important issues that might arise. Further, through this system, the school can easily check for any cyber-abuse or bullying that may occur. We are currently examining multiple options, including, but not limited to, Schoology, PowerSchool, and Illuminate systems.

12. Leadership

A Vista Condor Leader is instructionally focused, inspiring, and distributive

One fundamental feature of successful schools is the instructional leader. From hiring highly qualified and empathetic teachers to motivating the staff to focus on a shared instructional vision, the principal is the steward of the school's shared purpose and the source of constructive student and teacher empowerment (Cooper et al., 2005; Kearney, Herrington, & Aguilar, 2012). According to Hattie (2012), good instructional leadership is crucial to diminishing teacher turnover. Hattie distinguished two types of educational leaders: transformational and instructional. Transformational leaders inspire teachers to higher levels of energy and commitment to the school's common mission. This common goal bolsters the school's capacity to face and overcome challenges and to aspire to ambitious goals (Hattie, 2012). Instructional leaders focus on the actual impact on student learning, setting high expectations for teachers and students, and visiting classrooms to interpret evidence of the learning that is taking

place (Hattie, 2012).

At VCGA, the principal and school site leadership will be hired based on their strength as instructional leaders and their ability to inspire others to action. The principal will recognize that one of his or her main goals is to create and build leaders from within. The principal will be required to hold weekly Instructional Leadership Team (ILT) meetings and to create systems that honor all stakeholders in the decision-making process.

The Instructional Leadership Team (ILT) is based on our belief in the distributive model of leadership. It represents all staff groups including teachers, administrators and support staff. The ILT is typically made up of one teacher per grade level at the elementary level, the principal, and representation from ELD specialists, special education, and other specialists. Other members of the school community, like parents or school supporters can also be part of the ILT. The ILT meets regularly and frequently (at least twice a month, but usually weekly) to plan professional development/ collaboration time and to discuss next steps.

The ILT's primary role is to help lead the school's effort in supporting the improvement of teaching and learning aligned to the schools' vision, mission and to the Common Core. The ILT (with input from colleagues) makes decisions about the school's instructional program and leads and monitors the implementation of the shifts in instructional practices called for by the Common Core and charter petition.

The ILT's focus is on students and instruction and it deals only with instructional issues and not with operational/managerial issues. The ILT receives training as a team to build their capacity and to learn (through formal training, reading, self-study, reflection, discussion and dialogue) about the improvement process and what works to make good schools better. The ILT meeting is a place where divergent ideas are heard and leadership is shared and is a model of a professional learning community.

The ILT develops the school's strategic plan for implementation of key programs and instructional improvement and monitors progress on the plan. The ILT works collaboratively to ensure high quality professional development and collaboration time across grade levels and departments, analyzes school data to identify strengths and opportunities for improvement, and identifies and eliminates barriers to improvement.

How Learning Best Occurs

Student engagement is at the heart of the Vista Condor learning experience. We use the word "engagement" to characterize our approach to life's myriad experiences-- from the mundane to those we consider significant. *Engagement is an act that connects us to each other and to the physical world.* We describe students who are focused, actively involved in school's social and educational opportunities, and academically successful

as “engaged” (Shernoff, Csikszentmihalyi, Schneider, & Steele, 2003). It is also understandable that researchers have looked for a connection between student engagement and achievement as they have sought to understand the variation in student success and the gaps in opportunity among students of different genders, races and ethnicities, religions, and socioeconomic status (Christenson et al., 2008).

To determine programs, procedures, and processes, Vista Condor Global Academy will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate, but interrelated, types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive (Appleton et al., 2008). Each of the three types has indicators that represent various levels of engagement within that particular domain. The researchers found that when emotional, behavioral, and cognitive engagement is optimized, students can experience a state of “flow.” As defined below, flow indicates a high level of engagement in which individuals are profoundly absorbed in a task to the point of losing awareness of time and space (Fredricks & McColskey, 2012; Shernoff, 2013).

Although many elements are implicated in the performance gaps the plague urban students, certain elements fall under the purview of the school site and thus merit close study. The research often mitigates the role of students’ social capital-- or lack thereof-- in the complex construct of student engagement. Stanton-Salazar (1997) has defined social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission. For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context (Roderick et al., 2009).

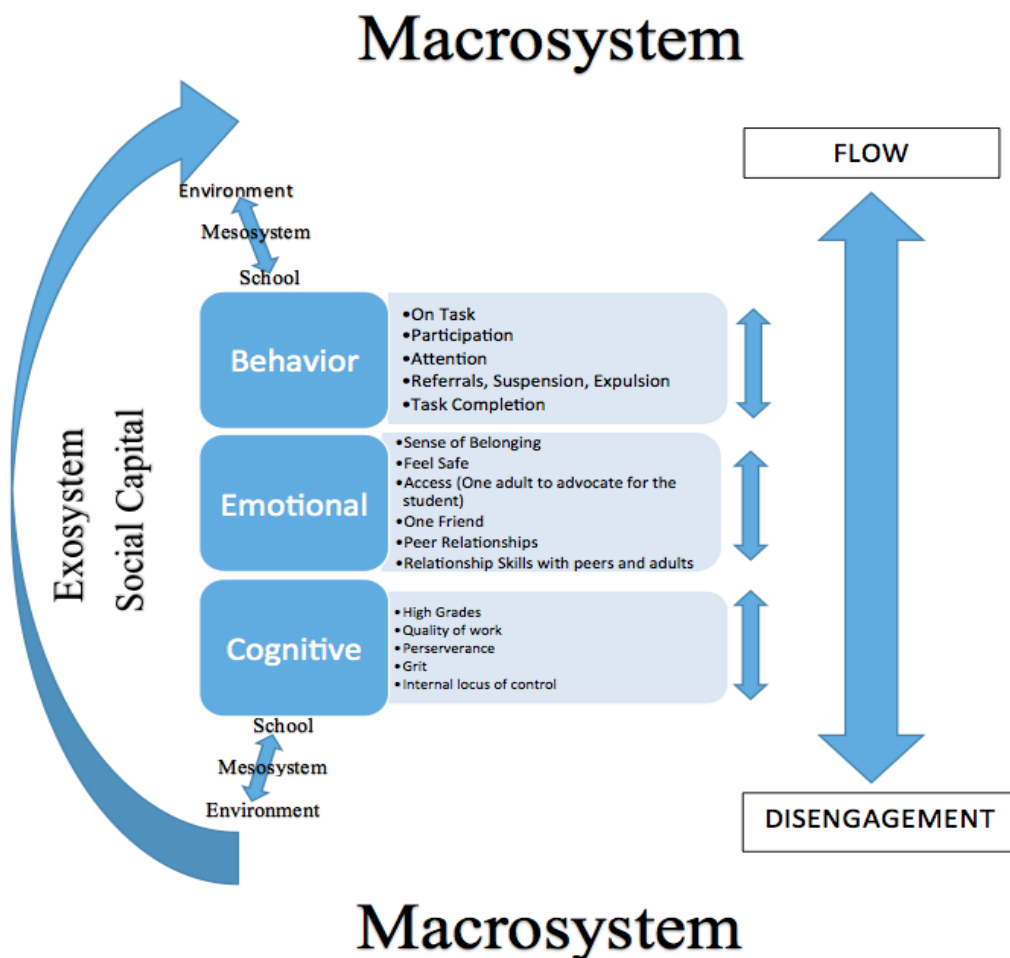
The framework for this petition is based on the work of the lead author Dr. Donald Wilson and a team from the University of California that conducted an extensive review of the literature on engagement and achievement that looked closely at the work of Urie Bronfenbrenner (Neal & Neal, 2013). Bronfenbrenner’s Ecological Systems Theory explores the interrelated nature of nested systems in human development (Neal & Neal, 2013). Bronfenbrenner’s Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (Chart 1). The macrosystem, or attitudes and ideologies of the culture, combine with a student’s microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

Chart 1: Macrosystem Framework as part of Brofenbrenner’s Ecological Systems Flow Theory

In short, the framework will provide the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of

engagement must be present, as student achievement informs our decision-making process for adopting all programs, procedures, and processes. Further, we look at programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention.

Another example of how Vista Condor Global Academy will interleave multiple systems is through Way of Council, which, at first glance, seems to exclusively serve the emotional domain in which students have an adult advocate and supportive peers, and experience a safe space of belonging. However, Way of Council also grants students many opportunities to reflect about how their own thinking affects outcomes and strengthens the internal locus of control, thus increasing cognitive engagement. Importantly, Way of Council has been shown to decrease behavioral issues and gives students the tools to solve interpersonal issues. A description of the main components of the framework is detailed in the following sections.



Achievement Gap for Underserved Populations

While there have been some overall improvements for all students of all races, the gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts (Torlakson, 2013). While educational researchers and practitioners have looked at a breadth of possible reasons for this achievement gap, as well as pledging practices to close it, a definitive body of research that points to universal solutions is yet to appear. There is, however, increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students (Finn & Zimmer, 2012). Building on earlier seminal work that sought to broaden the definition of school engagement (Finn, 1989; Marks, 2000), a burgeoning body of more recent work has emerged to coalesce a multi-faceted understanding of what school engagement is and how it affects student outcomes, both pre- and post-high school graduation (Furlong et al., 2003). In fact, research has become comprehensively clear that engagement is a critical factor in positive student outcomes (Shernoff et al., 2003). This is crucially important as many researchers regard the opposite of engagement as disengagement (Fredricks & McColskey, 2012), and research is very clear that student disengagement is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys (Fenning & Rose, 2007). Further, multiple studies have shown a significant correlation between engagement and achievement (Finn & Zimmer, 2012). With researchers suggesting that between 25% and 66% of students may be disengaged (Finn, 1989; Taylor & Parsons, 2011), it is worth recognizing that engagement may be a probable North Star for promising practices that address the needs of at-risk students.

Disengagement Begins in Kindergarten

Student engagement has primarily and historically focused upon increasing achievement, positive behaviors, and a sense of belonging so that students will remain in school (Taylor & Parsons, 2011). Because the focus has been primarily on high school completion, newer research on student engagement has targeted students in middle school and high school, where disengagement typically becomes a concern, and student engagement has been seen as a way to reclaim a minority of predominantly socio-economically disadvantaged students at risk of dropping out of high school (Taylor & Parsons, 2011). It is clear that disengagement behaviors do not start in middle or high school and that metrics of high school success or failure can be seen as the culmination of a lifelong process that started in a student's earliest years (Fredricks & McColskey, 2012). Thus, understanding the role engagement plays in student academic success requires that we closely attend to students starting in pre-k and positively affect outcomes for at-risk students.

Theoretical Models of Engagement

Researchers have developed diverse theoretical conceptualizations of engagement. While the literature reviewed for this petition draws upon different theoretical models and definitions of engagement, general agreement on different types of engagement does exist. The areas with most harmony were social engagement, which includes both

affective and cognitive definitions defined as a sense of belonging, attachment, group identification, membership (Furlong et al., 2003). A third emerging area of agreement was academic or cognitive involvement that affects competency, efficacy, and the prospect of life-long learners (Appleton et al., 2008). For purposes of this petition and an emerging theoretical conceptualization, engagement is understood as a multifaceted construct that can be categorized into behavioral, emotional, and cognitive dimensions (Appleton et al., 2008).

Behavioral engagement. Behavioral engagement was historically and is still generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions (Finn, 1989; Fredricks & McColskey, 2012). Further studies have classified participation under behavioral engagement, which can be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates (Finn, 1989; Finn & Zimmer, 2012). Most importantly, the research is clear that behavioral engagement has a significant effect on achievement (Finn & Zimmer, 2012; Furlong et al., 2003; Taylor & Parsons, 2011). This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

Emotional engagement. There is a strong correlation between behavior and more affective student engagement, herein referred to as emotional engagement, which is commonly defined as identification and feeling a part of school or class community (Appleton et al., 2008). This idea was reiterated in multiple studies that surveyed for student attitudes about school identification and participation rates, which overwhelmingly found that students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students (Shernoff et al., 2003; Appleton et al., 2008; Taylor & Parsons, 2011; Finn & Zimmer, 2012).

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning (Fredricks & McColskey, 2012) and is denoted by students' psychological investment and the quality of their engagement, in contrast to their physical (behavioral) efforts (Pintrich, 2003). In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is perceived through student behaviors that may include persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning (Finn & Zimmer, 2012).

Theory of Flow and Engagement. One distinct branch of student engagement research focuses on the emotional state of the learner when physically engaged in a task, and seeks to understand what conditions should be present to produce this state. This research, based on Flow Theory, is a critical philosophical component of the Vista Condor Academy experience. Flow Theory was first proposed by Csikszentmihalyi

(1990) in *Flow: The Psychology of Optimal Experience*. A state of flow can best be described as total absorption and immersion in an activity. A student in flow will exhibit intense concentration, interest, and enjoyment (Taylor & Parsons, 2011). When a person is in flow, her or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent (Shernoff et al., 2003).

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit (Shernoff et al., 2003). This state of optimal engagement can be traced to the work of Lev Vygotsky, a Soviet psychologist who introduced the notion of the Zone of Proximal Development (ZPD) (Vygotsky, 1987). ZPD is described as the bridge between what a student cannot do and what a student could do with a little help. This theory will be reflected in almost every aspect of the Condor Academy experience via the application of a workshop model. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. Condor Academy will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task (Furlong et al., 2003). Further, we recognize the importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

At Vista Condor Global Academy all programs, processes, and procedures are evaluated using Flow Theory before adoption, with the belief that increasing engagement in the three domains will drive increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap.

Conditions and Structures that Promote Student Engagement and Learning

At Vista Condor, we create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement. While engagement is “easily understood by practitioners as being essential to learning” (Finn & Zimmer, 2012, p. 99), the bridge from theory to application is often difficult. It is, however, where extant research can have the biggest impact for educators' practice and ultimately on student achievement.

1. *Quality of student-teacher relationship.*

Researchers agree that the role of the teacher is key to student engagement (Finn & Zimmer, 2012). George Kuh (2001) situated the teacher at the center of all engagement, whereas Furlong et al. (2003) described the teachers as fundamental to a learning environment that promotes engagement (Furlong et al., 2003). This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing

in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something (Finn & Zimmer, 2012; Fredricks et al., 2005). Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging (Shernoff et al., 2003).

- *At Vista Condor, we strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for children and their learning.*

2. Creating a safe space.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability (Samson, 2015). A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals (Furlong et al., 2003; Shernoff et al., 2003).

- *At Vista Condor, we lay the foundation for creating a safe social and emotional space for our students through Way of Council. This signature practice is described in more detail in the Curriculum and Instruction section of this petition.*

3. Rigorous standards and academic prowess.

While counterintuitive to perceived stereotypical student attitudes, teachers who push students academically and demand high standards, not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement (Zepke & Leach, 2010). We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

- *At Vista Condor, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation, not as a response to an unbalanced academic program. The Vista Condor approach will be one in which children learn by doing under the guidance of a strong mentor/teacher.*

The recent implementation of the Common Core Standards, NGSS, ITTSY, and other major standards-based changes has prompted extensive research, as these new demands have left many institutions scrambling to adopt the appropriate curriculum. At the core of a Vista Condor education will be the commitment to helping every child acquire the basic and fundamental skills needed to be a well-educated person in the 21st century. We understand that our choices must embody the ability to adapt and

change as the research evolves.

Every teacher and every parent has heard a student or child ask, “Why do I have to learn or do this?” When students don’t see the connection between the content and activities of the classroom and their future lives, they question what’s happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

- *Vista believes that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently will participate more eagerly in their learning with greater achievement levels*

4. Relevance

Every teacher and every parent has heard a student or child ask, “Why do I have to learn or do this?” When students don’t see the connection between the content and activities of the classroom and their future lives, they question what’s happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

A recent study on student learning and engagement (Wilson, 2016) conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students’ immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives (Pike & Kuh, 2005). When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

To ensure VCGA relevancy for VCGA students, every lesson at Vista Condor Global Academy will start by answering the *What? Why?* and *How?* before instruction begins

- **What?** What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?
- **Why?** Why are we studying this? How are today’s content and activities tied to the learning outcomes? What should I know or be able to do after today’s class? How can the information and skills be used in everyday life?
- **How?** How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?

At VCGA, teachers will be expected to answer those questions for all learning. They will do so through clear objectives connected to real-world application, clear instruction through the workshop model, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VCGA, we believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently will participate more eagerly in their learning with greater achievement levels.

5. Student-centered classroom

Student-centered environments emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

- *Vista Condor Global Academy firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom provides targeted instruction based on personalized learning goals with ample time for practice.*

Our current educational system is based on the antiquated notion that children should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st-century skills and attributes by regularly using them in our daily lives. The Vista Condor experience will put students at the center of learning through a workshop model of instruction in which teachers act as a coach and facilitate a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010).

6. Student belonging.

The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human

motivation (Appleton et al., 2008) and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern” (Baumeister & Leary, 1995). According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning (Finn & Zimmer, 2012). In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings (Christenson et al., 2008; Resnick et al., 1997). It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures (Finn & Zimmer, 2012).

While VCGA will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students’ daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment*, which consists of school discipline policies (Furlong & Christenson, 2008, p. 107).

7. School size.

Research has suggested that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, higher student participation, and increased attendance-- all leading factors in student engagement (Darling-Hammond & Plank, 2015; Finn, 1989; Furlong & Christenson, 2008; (Finn & Zimmer, 2012; Furlong et al., 2003; Marks, 2000). So, while size itself may not be an active factor in engagement, it can facilitate engagement by promoting the conditions for it.

- *Vista Condor will never exceed 450 students, and class size will remain an average of 24.9 to 1.* This model is ideal in that the school remains a small community, but is also an economically sound ratio to allow the school financial flexibility and strength to accomplish its extensive goals.

8. School discipline and safety.

While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on

services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement (Finn & Zimmer, 2012). Marks notes that “a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications” (Marks, 2000, p. 174). In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement (Furlong et al., 2003). These policies are perceived as unfair and can lead to even higher dropout rates.

- *At Vista Condor, creating a safe environment with structured discipline policies will be essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development. We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. Vista Condor will also use principles of Restorative Justice to teach children how to grow and learn from a mistake. Way of Council and Restorative Justice are fully explicated later in this petition. The humanity and dignity of every child will be paramount and the discipline and safety policies will always be reflective of this deeply held belief.*

An Educated Person in the 21st Century

We believe that 21st-century competence starts with global competence. Preparing all students for work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works. Students are able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students recognize that because they have a unique perspective that someone else may not share, it is essential to consider and honor all views and to incorporate diverse standpoints into their point of view. Twenty-first-century-ready, globally competent students effectively communicate their ideas with diverse audiences, often through the use of appropriate technology. By applying what they have learned, our students can translate their ideas into appropriate actions to discover solutions to local and global challenges alike.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. Information technologies ensure that news from every country resonates globally in a matter of minutes. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent, requiring the preparation of students who are capable and disposed to solving problems on a global scale and participating effectively in a global

economic and civic environment. Put simply, schools must prepare students to be *globally competent*.

Vista Condor Global Academy will be a member of the International Student Study Network, which serves as a foundation for our global studies. Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st-century learner is globally competent and able to do the following:

- A. Investigate the World.** Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems that may not have one right answer, but that can be systematically engaged both intellectually and emotionally. Their questions are *globally significant*, addressing important phenomena and events that are relevant in their own communities and communities across the globe.

Globally competent students can articulate the significance of their questions and know how to respond to these questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.

While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. As such, Vista Condor will recruit teachers who are bilingually competent, or in the process of becoming so. Students will receive Spanish language instruction as well as literacy in English. Building literacy in English and Spanish reinforces pride in our students' primary language (mostly Spanish) and validates the diverse cultures they come from. VCGA will also provide conversational language instruction for one Asian language in our after-school programs and clubs. As enrollment increases to capacity, full-day students will have access to an Asian language as a weekly enrichment class.

- B. Weigh Perspectives.** Globally competent students recognize that they have a particular perspective to which others may or may not prescribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.

C. Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Although English is increasingly the world's common language for commerce and communication, globally competent students in the United States and elsewhere should be proficient in or working toward proficiency in at least one other world language.

Communicating ideas occurs in a variety of culturally diverse settings, and especially within a collaborative setting. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. In short, they are technology and media literate within a constantly evolving global communications environment.

D. Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Alone or with others, globally competent students ethically and creatively envision and weigh options for action based on evidence and insight; assess their potential impact, taking into account diverse opinions and potential consequences for others; and show courage to act and reflect on their actions.

E. Apply Disciplinary and Interdisciplinary Expertise. Is global competence all skills and no knowledge? Hardly. As true now as at any other time, *learning content matters*. Global competence requires that the capacities described above both be applied within academic disciplines and contextualized within each discipline's methods of inquiry and production of knowledge. Globally competent students learn to think across disciplines, operating as historians, scientists, and artists by using the relevant tools and methods of inquiry.

Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens, in order to appreciate the interconnected issues, broad themes, and subtle nuances they involve. A competitive advantage will go to those students in San Francisco or São Paulo who are aware of global events; can comprehend the intersections of environmental, financial, social, and other systems; and understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and

participate in dialogues about a rapidly evolving world.

Global competence marks a crucial shift in articulating the purpose of education today. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. We must fashion a more creative, visionary, and active educational response to the interconnected world of the 21st century, starting now.

Target Population / Students to be Served

Vista Condor Global Academy will serve a diverse student body from the greater Santa Ana community. Vista Condor plans to co-locate with its sister school, Vista Heritage Middle School. In the 2016-17 year, Vista Heritage students represented 21 zip codes, with the majority of students residing in the following areas: 92701, 92703, 92704, 92706, and 92707. We anticipate that Vista Condor students will follow similar residential patterns.

We believe it is critically important to understand our anticipated student demographics, including challenges associated with under-resourced communities. Here we present demographic information for geographic areas cited above.¹

As summarized in the following table, we predict that our students will be predominantly Latino, with an average of one-third from low socioeconomic status households. The surrounding communities have a young population, with an average of 20 percent of persons represented by those 5 to 17 years old. Approximately one-quarter of young adults (ages 18-24 years) have not attained a high school diploma or equivalent, and among and adults 25 years and older an average of 45% did not complete grade 9 or were high school drop outs.

¹ <https://factfinder.census.gov>

Zip Code	Children under 18 living in households receiving public assistance within past 12 months	Persons 18-24 years with less than high school diploma or equivalent	Persons 25 years and older with less than 9 th grade education or high school dropout	Persons 5-17 years old ²	Hispanic or Latino origin ³
92701	37.6%	25.6%	57%	20.2%	85.6%
92703	33.4%	21.0%	51.4%	19.9%	76%
92704	36.9%	18.2%	42.5%	20.3%	69.6%
92706	20.5%	19.9%	35.3%	20.8%	69.3%
92707	26.5%	15.7%	43.3%	17.1%	80.8%

Vista Condor Global Academy will open with three grade levels—kindergarten through second grade, and add one grade each year until it reaches full enrollment in kindergarten through fifth grade in Year 4 (2021-2022).

Table 1: Vista Condor Global Academy Projected Enrollment

Grade	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
K	75	75	75	75	75
1	75	75	75	75	75
2	75	75	75	75	75
3		75	75	75	75
4			75	75	75
5				75	75
Total Enrollment	225	300	375	450	450

² 2011-2015 American Community Survey 5-Year Estimates

³ Race and Hispanic or Latino Origin: 2010 Census Summary File 1

The following tables display student demographics for Santa Ana Unified District elementary schools. The schools highlighted in yellow are those located closest to Vista Condor’s proposed school site. Based on this information, we anticipate that Vista Condor will enroll a high percentage of predominantly low-SES and Hispanic/Latino English Learner students.

Table 2: Demographics of Santa Ana Unified Elementary Schools⁴

SAUSD Elementary School	Grades served	Enrollment (2016-2017)	% English Learners	% Qualified for FRPM⁵	% Major Ethnicity #1
John Adams ES	K--5	490	57.76%	92%	94.5% Hispanic or Latino
George Washington Carver ES	K--3	567	69.31%	93.30%	99.5% Hispanic or Latino
Manuel Esqueda ES	K--8	1180	55.76%	93.73%	98.9% Hispanic or Latino
Advanced Learning Academy	3--8	236	30.51%	89%	94.9% Hispanic or Latino
Thomas A. Edison ES	K--5	572	64.86%	93%	98.8% Hispanic or Latino
James A. Garfield ES	K--5	847	71.55%	95.16%	98.8% Hispanic or Latino
Diamond ES	K--5	547	65.45%	95.61%	97.6% Hispanic or Latino
John C. Fremont ES	K--5	640	67.66%	94.06%	98.6% Hispanic or Latino
Martin R. Heninger ES	K--5	1195	58.74%	95.65%	98.8% Hispanic or Latino
Benjamin Franklin ES	K--5	446	56.95%	95.29%	99.1% Hispanic or Latino
Carl Harvey ES	K--5	461	58.13%	91.97%	97.6% Hispanic or Latino
Andrew Jackson ES	K--5	911	68.61%	92.43%	94.0% Hispanic or Latino
Greenville Fundamental School	K--5	1046	25.24%	71.03%	83.7% Hispanic or Latino
Herbert Hoover ES	K--5	405	62.47%	91.85%	96.5% Hispanic or Latino
Dr. Martin Luther King, Jr. ES	K--5	744	74.19%	95.56%	98.8% Hispanic or Latino
Heroes ES	K--5	572	67.48%	97.20%	98.4% Hispanic or Latino
John F. Kennedy ES	K--5	756	71.58%	95.11%	98.8% Hispanic or Latino

⁴ Source: *DataQuest*, <http://dq.cde.ca.gov/dataquest/>

⁵ Free or Reduced Priced Meals

James Madison ES	K--6	1,078	58.53%	93.41%	96.0% Hispanic or Latino
Thomas Jefferson ES	K--6	753	55.38%	77.69%	89.5% Hispanic or Latino
James Russell Lowell ES	K--5	847	75.21%	93.86%	99.4% Hispanic or Latino
Monte Vista ES	K--5	600	76.00%	96.33%	97.2% Hispanic or Latino
Abraham Lincoln ES	K--5	874	70.14%	94.16%	97.0% Hispanic or Latino
James Monroe ES	K--5	372	49.73%	91.13%	94.1% Hispanic or Latino
Glenn L. Martin ES	K—5	690	60.43%	93.48%	98.3% Hispanic or Latino
Pio Pico ES	K—5	589	71.14%	95.08%	99.0% Hispanic or Latino
Santiago ES	K—8	1205	30.87%	74.19%	91.0% Hispanic or Latino
John Muir ES	K—5	992	25.91%	71.77%	95.3% Hispanic or Latino
Theodore Roosevelt ES	K—5	685	76.79%	96.35%	98.5% Hispanic or Latino
Jim Thorpe Fund. ES	K—5	1007	25.22%	74.78%	88.3% Hispanic or Latino
Lydia Romero-Cruz ES	45--	289	55.02%	98.96%	99.7% Hispanic or Latino
William Howard Taft ES	K—6	570	45.79%	85.79%	85.4% Hispanic or Latino
Woodrow Wilson ES	K—5	653	68.61%	94.95%	98.9% Hispanic or Latino
Jose A. Sepulveda ES	K—5	416	57.69%	91.83%	98.1% Hispanic or Latino
George Washington ES	K—5	823	62.58%	92.59%	97.9% Hispanic or Latino
Adeline C. Walker ES	K—5	471	60.30%	95.75%	91.3% Hispanic or Latino
Wallace R. Davis ES	K—5	638	76.18%	98.59%	99.2% Hispanic or Latino

The SBAC data show that for the SAUSD schools closest to Vista Condor’s proposed site (highlighted in yellow) are academically underperforming, with approximately **80% of students** scoring Level 1 Standard Not Met or Level 2 Standard Nearly Met in both English Language Arts/Literacy and Mathematics. Charter schools located in Santa Ana show somewhat better results.

Table 3 2016 SBAC School-wide Results ELA/Literacy⁶

SAUSD Elementary School	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
John Adams ES	44%	29%	20%	6%
George Washington	50%	34%	11%	5%
Manuel Esqueda ES	52%	26%	16%	5%
Advanced Learning	41%	26%	23%	11%
Thomas A. Edison ES	46%	28%	19%	7%
James A. Garfield ES	54%	24%	17%	5%
Diamond ES	51%	28%	17%	4%
John C. Fremont ES	55%	24%	15%	6%
Martin R. Heninger ES	44%	29%	21%	7%
Benjamin Franklin ES	35%	24%	26%	14%
Carl Harvey ES	52%	24%	15%	8%
Andrew Jackson ES	49%	25%	17%	9%
Greenville Fundamental	23%	30%	25%	22
Herbert Hoover ES	60%	25%	13%	2%
Dr. Martin Luther King, Jr.	63%	22%	10%	5%
Heroes ES	64%	20%	10%	6%
John F. Kennedy ES	49%	26%	17%	7%
James Madison ES	46%	29%	18%	7%
Thomas Jefferson ES	45%	24%	21%	9%
James Russell Lowell ES	60%	22%	14%	4%
Monte Vista ES	57%	22%	15%	6%
Abraham Lincoln ES	55%	26%	15%	4%
James Monroe ES	43%	25%	23%	9%
Frederick Remington ES	39%	31%	23%	7%
Glenn L. Martin ES	43%	30%	19%	8%
Pio Pico ES	57%	18%	16%	9%
Santiago ES	37%	28%	24%	11%
John Muir ES	25%	25%	29%	21%
Theodore Roosevelt ES	56%	21%	16%	7%
Jim Thorpe Fundamental	14%	27%	30%	29%

⁶ Source: <http://caaspp.cde.ca.gov/>

Lydia Romero-Cruz ES	53%	26%	16%	6%
William Howard Taft ES	45%	28%	20%	7%
Woodrow Wilson ES	54%	25%	16%	5%
Jose A. Sepulveda ES	66%	20%	12%	2%
George Washington ES	50%	25%	15%	10%
Adeline C. Walker ES	41%	24%	23%	12%
Wallace R. Davis ES	55%	29%	13%	3%

Table 4: 2016 SBAC School-wide Results—Mathematics

SAUSD Elementary School	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
John Adams ES	37%	36%	20%	7%
George Washington Carver ES	36%	33%	25%	5%
Manuel Esqueda ES	47%	33%	14%	6%
Advanced Learning Academy	57%	26%	12%	5%
Thomas A. Edison ES	40%	33%	20%	7%
James A. Garfield ES	53%	27%	15%	6%
Diamond ES	47%	32%	17%	5%
John C. Fremont ES	39%	35%	22%	3%
Martin R. Heninger ES	46%	34%	15%	5%
Benjamin Franklin ES	28%	40%	26%	7%
Carl Harvey ES	37%	33%	24%	6%
Andrew Jackson ES	46%	29%	17%	8%
Greenville Fundamental School	20%	33%	28%	19%
Herbert Hoover ES	53%	35%	11%	1%
Dr. Martin Luther King, Jr. ES	48%	36%	13%	3%
Heroes ES	60%	25%	12%	3%
John F. Kennedy ES	41%	34%	18%	7%
James Madison ES	37%	36%	19%	7%
Thomas Jefferson ES	37%	35%	19%	9%
James Russell Lowell ES	53%	29%	14%	4%
Monte Vista ES	51%	31%	12%	6%
Abraham Lincoln ES	43%	34%	16%	6%
James Monroe ES	35%	35%	20%	10%
Frederick Remington ES	34%	34%	19%	13%
Glenn L. Martin ES	38%	35%	20%	7%
Pio Pico ES	48%	27%	19%	7%
Santiago ES	42%	31%	19%	7%
John Muir ES	19%	35%	29%	16%
Theodore Roosevelt ES	46%	33%	12%	8%

Jim Thorpe Fundamental ES	18%	35%	30%	18%
Lydia Romero-Cruz ES	47%	35%	14%	4%
William Howard Taft ES	48%	30%	16%	5%
Woodrow Wilson ES	44%	35%	18%	3%
Jose A. Sepulveda ES	63%	25%	12%	0%
George Washington ES	40%	36%	16%	8%
Adeline C. Walker ES	43%	33%	15%	9%
Wallace R. Davis ES	50%	33%	15%	3%

Charter Schools in Santa Ana

Table 5: Local Charter School Demographics

K--5 or K--8 Charter Schools in Santa Ana	Grades served	Enrollment (2016-17)	% English Learners	% Qualified for FRPM	% Major Ethnicity #1
Advanced Learning Academy	3--8	236	30.51%	88.98%	94.92% Hispanic or Latino
Edward B. Cole Academy	K--5	403	62.53%	98.01%	95.04% Hispanic or Latino
El Sol Santa Ana Science and Arts Academy	K--8	906	48.45%	70.75%	94.48% Hispanic or Latino
Orange County Educational Arts Academy	K--8	576	52.60%	65.97%	92.36% Hispanic or Latino
Scholarship Prep Charter	K--8	307	48.86%	90.88%	94.46% Hispanic or Latino

Table 6: 2016 SBAC School-wide Results ELA/Literacy

K--5 or K-8 Charter Schools in Santa Ana	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
Advanced Learning Academy	41%	26%	23%	11%
Edward B. Cole Academy	62%	22%	13%	3%
El Sol Santa Ana Science and Arts Academy	19%	29%	35%	17%
Orange County Educational Arts Academy	28%	28%	32%	12%

Table 7: 2016 SBAC School-wide Results Mathematics

K--5 or K--8 Charter Schools in Santa Ana	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
Advanced Learning Academy	57%	26%	12%	5%
Edward B. Cole Academy	54%	32%	11%	4%
El Sol Santa Ana Science and Arts Academy	19%	38%	25%	19%
Orange County Educational Arts Academy	34%	36%	19%	10%

Curriculum and Instruction

Instructional Focus

At Vista Condor Global Academy our instruction focus will be based on our deep research on engagement and will represent a unique combination of Global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st-century learner. We believe that globally competent students are deeply familiar and have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Vista Condor will be only the first step on the road to college and career readiness. We see our elementary focus and mission as one phase of a journey that leads to middle school and beyond. As our two schools in Santa Ana progress and grow, we expect them to develop an additional and shared career-focused theme to further enhance the context for learning. While the additional career emphasis will be a collaborative process that involves teachers and community, it will be in alignment our global and STEAM focus. For example, our K-8 students may choose a medical pathway as a career theme. To fully explore the medical theme, we would construct our projects, lessons, and STEAM instruction around applications in the medical world. We would also seek partnerships with Doctors without Borders to give a global competence context. This curriculum will allow our students to develop broad understandings about possible career paths and the skills they require, and further our mission to produce students with deep humanity and a desire to give back to society. *The research is clear that teacher autonomy and leadership is crucial in successful school cultures; therefore, this process will be organic and dependent on collaboration and the needs and strengths of the community as the school matures over its first five years.*

Global Competency

Vista Condor Global Academy will be distinguished by its collaboration and partnership with Asia Society's International Studies Schools Network with the goal of becoming an ISSN-certified school by the end of the first five years.

The ISSN comprises schools, serving approximately 16,000 students in eight states. The network includes high schools, 6--12 schools, elementary schools, charter schools, suburban and rural schools, and even one independent school. In keeping with the Asia Society's original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color.

Four-year graduation rates and student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).

The Asia Society does not promote a single, prescriptive school design. The starting point for all of its schools is a shared definition of a college-ready, globally competent graduate. The ISSN Graduate Profile describes a student who has mastered the knowledge and skills required for college, has expertise in core content areas from a global perspective, is a proficient thinker and problem solver, can view and analyze issues and events from varying perspectives, can communicate in more than one language and collaborate across cultural boundaries, and fulfills the responsibilities of global citizenship. (See Appendix for full profile.)

Vista Condor Global Academy will work with ISSN to develop globally competent students. To help facilitate this effort, the Asia Society has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the Vista Condor Academy vision and mission and sets a trajectory for our school’s development across six domains:

Vision, Mission, Culture	This domain addresses the school’s vision, mission and culture of the school as well as the schools' expectations for all students to be ready for college and postsecondary school success.
Student Outcomes	This domain examines the progress being made by all students toward achieving the characteristics defined in the ISSN Graduate Profile.
Curriculum, Instruction, Assessment	This domain describes a consistent global focus throughout the curriculum and across all academic activities. It examines teaching strategies to meet the needs of all students. It also highlights ongoing, performance-based measures of student learning.
School Organization and Governance	This domain considers the degree to which the school is structured to support teaching and learning.
Professional Learning Community	This domain focuses on the systems of collaborative communication and professional development established to improve teaching and learning.
Family and Community Partnerships	This domain explores the family engagement in the school’s educational mission and the connections established with local organizations and institutions.

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. This is included as an appendix. Many of the quality criteria describe practices that are common to the small schools movement in general— for example, implementing a student advisory/homeroom program—or that are good practice in any setting— for example, establishing a clear and consistent grading policy. Other criteria, while not necessarily exclusive to the ISSN, exemplify the international studies approach:

Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.

World languages are part of the experience. VCGA students will be highly proficient in English, have opportunities to strengthen home languages, and be introduced to new languages in extra-curricular and afterschool programs.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

Global learning extends beyond the classroom. Students participate in service learning that immerses them in local and global issues, exposes them to professional opportunities, and prepares them as global citizens. They also participate in simulations, such as Model United Nations, and have opportunities to hone their language skills and gain appreciation for differing perspectives through travel, student exchanges, and online learning with international peers. Currently, Vista Condor is seeking partnerships with schools in Guatemala and Korea.

Teacher professional development is high priority. Teacher teams have dedicated time to develop curriculum, look at student work, and refine their teaching practice together.

Vista Condor will work with the Asia Society ISSN to further develop or revise (as needed) its curriculum according to the SAGE framework and Vista Condor guiding principles.

- Student choice: Students have a say in what they learn and how they learn it.
- Authentic tasks: Students perform tasks and investigate questions that adults would perform or study in the real world.
- Global significance: Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- Exhibition to a real-world audience: Students share their work—and receive

feedback—from audiences with relevant expertise, in person and on the web.

Condor students will be able to show how their learning experiences helped them achieve global competency in four domains. In 2009, the Asia Society and the Council of Chief State School Officers (CCSSO) articulated the skills and competencies that researchers, policymakers, educators, and academics identify as crucial for students to master in the 21st century. Vista Condor Global Academy will use these competencies as a basis for what globally competent students should be able to do:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research.
2. Recognize perspectives, including one's own and those of others, explaining the nature and origin of these perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Vista Condor will incorporate:

- The ISSN student outcomes and rubrics that address the four domains of global competence in line with the CCSSO Task Force and the California Common Core Standards
- A framework for curriculum design that engages students in solving complex, real-world problems, and provides multiple opportunities to demonstrate growing mastery.
- A process for teachers and students to assess and reflect on their work.
- A platform for teachers to share curriculum and best practices and receive feedback on their work.

The ISSN framework does not tell teachers what to teach or when to teach it; rather, it provides both teachers and students with the frameworks and the tools to make good choices. The primary purpose of the curriculum is to enhance teachers' capacity to develop and transform their own curriculum, a key component of teacher autonomy and job satisfaction. The Vista Condor Global Academy will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations:** Tasks will be linked to specific Global Performance Standards outcomes (See Appendix), Common Core State Standards, and/or other standards like ISTE. These targets will provide teachers and students with a shared understanding of what proficient work looks like.
2. **Authentic learning experiences:** Students will explore topics and issues that represent the work of real-world professionals.
3. **Student-centered learning:** Teachers and students will share ownership for

learning. With feedback from frequent formative assessments, students will understand where they are going and how to get there. They will also be able to make decisions about what they're learning and how they're learning it.

- 4. Multiple opportunities to reach mastery:** With multiple assessments embedded in each unit and leading to graduation, students have many opportunities

Science, Technology, Engineering, Arts, Mathematics (STEAM)

Vista Condor will incorporate STEAM instruction into the ISSN framework to build globally competent, 21st century learners. STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world: science and technology, interpreted through engineering & the arts, all based in mathematical elements. STEAM education is naturally aligns with the VCGA's frame framework for teaching that is based on natural ways of learning, customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

VCGA teachers will use the ISSN rubrics and student outcomes (examples provided in Appendix) to create STEAM projects that address the four domains of global competence in line with the California Common Core Standards. STEAM is not a separate effort, but a naturally integrate focus that clearly addresses 21st learning in a global context. *STEAM provides the skills, while the global outcomes provide the context, through the structure of rubric-based portfolios and process work.* Our teachers can better match their learning objectives and goals to the variety of learners they encounter. Embedded within the larger guiding principles of the Macrosystem Framework, STEAM at VCGA will support well-balanced and deeply cooperative teams among educators and students based on a variety of characteristics. STEAM provides another way for both, teachers and students, to use their skills for leading in some areas, while other areas are strengthened through observing and assisting. VCGA educators instruct within their specialty with co-planned thematic units that everyone contributes to, in projects related to the required benchmark concepts and skills.

STEAM, ISSN and Project Lead the Way

At VCGA, in addition to teacher-created projects and lessons, STEAM will be taught through the Project Lead the Way K-5 Launch program beginning in the School's second year of operation. PLTW Launch is aligned to Next Generation Science Standards and the Californian Common Core State Standards for math and English Language arts. PLTW Launch provides students opportunities to learn through exploration and discovery. Through PLTW Launch, students become hands-on problem solvers and learn to collaborate with their fellow students. In alignment with our workshop model of instruction, teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to

solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions.

Instructional staff will receive training in PLTW during the summer. VCGA teachers will receive full PLTW training the summer following our first year with a complete K--3 staff. This schedule ensures that K--3 teachers will be trained as a team. As we add grade levels, our teacher contracts will hold new hires accountable to summer training. However, for the first year, teachers will be able to use the PLTW curriculum roadmap, adopted science curriculum, teacher-created lessons and projects, and the NGSS roadmap to ensure our students receive a STEAM education from the start.

Vista Condor Signature Instructional practices

At Vista Condor, we use the Macrosystem Framework as the lens through which all instructional programs and practices are selected. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of “stand and deliver” that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities (Shernoff et al., 2003). That finding closely mirrors an informal study conducted by leaders in the Los Angeles Unified School District (2009). In the latter study, a group of leading administrators spent time in classrooms observing and tracking how much time students actively participated in academic conversations. The administrators reported that, on average, students had less than two minutes each day for engaging academic dialogue and discussion. With this hyper focus on lecture style instruction, students had fewer opportunities to become engaged through self-discovery and intrinsically motivated learning (Shernoff et al., 2003).

This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the “sage on the stage” model, in which the teacher directly delivers instruction through lecturing, to the “guide on the side,” in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010). **At VCGA we use this as an important lens through which all programs, processes, and practices are chosen and developed.** Instructional staff will receive extensive professional development, detailed in section on professional development, to ensure that they have the skills necessary to execute this instructional practice. Their professional development will extend to core instructional models that are critical to success of this practice. The following processes and procedures will be integral to the Vista Condor learning experience:

The Workshop Model. At Vista Condor, all subjects will be taught based on pedagogy found in the Lucy Calkins Reading and Writing Workshop model. This method structures each lesson with 10 to 15 minutes of teacher-led instruction followed by ample time for student-centered, hands-on learning. A typical lesson across all subject matter starts with student-friendly objectives connected to the CCCS with real-life application, followed by a 10- to 15-minute lesson that offers clear modeling and guided group practice. The remainder of the time is for independent practice and will range from 30 to 50 minutes. While students work independently and/or cooperatively in small groups, the teacher and TA are free to work with small groups and one-on-one instruction. During this time, the teacher and assistant also use formative assessments to guide instructional support and future lessons. This model honors teacher and student autonomy and provides ample choice in alignment with a Constructivist Learning Environment. *All of our curricular choices will reflect this framework. Teachers will be fully trained in Reading and Writing Workshop with the expectation of transferring the basic pedagogical skills to all subjects.*

Problem-based pedagogy. This model is described as “an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation” (Samson, 2015, p. 158). *Vista Condor will strategically use this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement (Taylor & Parsons, 2011). Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning (Samson, 2015).

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), Vista Condor teachers will receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. The eventual expectation will be for all grade levels to have one major PBL project their second year, and two projects (one each semester) by our third year and beyond. Although teachers will be required to facilitate two projects each year, they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in

engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement (Furlong et al., 2003), another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer-to-peer interaction found that “peer interaction had the strongest predictive capacity for engagement and outcomes” (Zepke & Leach, 2010, p. 171). The Condor development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school’s instructional approach. Clearly, both are important and are constantly considered when designing Condor pedagogy. Student interaction and collaborative learning promotes dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements (Finn & Zimmer, 2012; Shernoff et al., 2003). Vista Charter Public Schools currently implements Kagan cooperative learning strategies at both campuses and will continue to do so at VCGA.

At Vista Condor, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all Vista Charter schools, Kagan Cooperative Learning strategies are designed for implementation across all content and curriculum. Kagan structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles:

- **Positive Interdependence:** We are positively interdependent when a gain for one is a gain for another. This dynamic produces a sense of belonging to the same team. In a traditional setting, students are set against each other in competition to answer questions. With Kagan structures, students work together and learn global attributes of sharing, caring, helping, and empathy.
- **Individual Accountability:** All students are held accountable for learning-- not just the student who raises her hand.
- **Equal Participation:** Because the structures involve every student, each student participates equally throughout the day.
- **Simultaneous Interaction:** All students have an opportunity to verbalize answers and thinking-- as opposed to a traditional class where only one or two students answer any given question.

Kagan Structures are bridges that allow teachers to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. At Vista Condor, teachers will learn to use a Kagan structure every time they ask the class a question, thus ensuring equal engagement for all. Cooperative Learning follows our principles of engagement, is brain compatible, learner centered, and has real-life transfer because they enforce our belief that you learn by doing.

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial

success, and even failure to point the way toward mastery of a subject or skill (Furlong & Christenson, 2008). Currently, most classrooms see failure as an end in itself-- which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning (Bempechat & Shernoff, 2012; Finn, 1989; Pintrich, 2003). At Vista Condor teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VCGA staff to understand and implement Mastery Grading is <http://www.gradingforlearning.wordpress.com>. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and schools make the emotional and pedagogical shifts needed to honor child centered and developmentally appropriate.

Science Technology Engineering Arts Math (STEAM): A STEAM education aligns with the VCGA guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.

STEAM educators have reported feeling rejuvenated by richer work environments. They are able to use a more diverse set of teaching methods and be better facilitators to learners. STEAM empowers educators to meet guidelines in a variety of unique and engaging ways and to meaningfully cross-reference concepts, disciplines, and vocabulary. STEAM educators have the opportunity to teach collaboratively, exchange ideas, have easier preparations for substitutes and have more productive common planning times.

Way of Council and Restorative Justice

Schools today are often caught between contradictory existing punitive policies and new mandates for restorative justice. Way of Council is an innovative idea based on ancient community building models that can bridge the chasm between inequity and justice for all our students. In 2009, WestEd conducted an evaluation of the Council in Schools program, which showed the 75% of students involved in Council programs feel more connected to peers and adults on their campus. Secretary Duncan's historic call for reexamining school discipline and climate has echoed through our state and a called for an end to suspensions for "willful defiance," asking school leaders to seek alternative disciplinary practices. In this call to action, schools have been looking to identify and implement community building and restorative approaches that transcend traditional discipline.

When the U.S. Department of Education issued "Guiding Principles: A Resource Guide for Improving School Climate and Discipline" in January of 2014, Secretary of Education Arne Duncan called for schools to "take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors." In 2004, Bonnie

Bernard, in her presentation to the CDE, shared 40 years of research that linked academic achievement to “supportive school environments.” Her research showed that students in schools that develop social competencies, like caring and responsiveness, have a greater chance of overcoming learning deficits. Additionally, schools with high levels of trust are three times more likely to report gains in reading and math scores.

Curricular Scope and Sequence

The curriculum for Vista Condor is based on the California State Standards, including the Common Core Standards, the Next Generation Science Standards, and the California Curriculum Frameworks.

Subject Areas:

English Language Arts:

At Vista Condor Global Academy we believe in a **Balanced Literacy** approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. To this end, we create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

The main components of a balanced literacy program and Readers Workshop approach are the following:

Reading Aloud: Reading aloud is the foundation of the early literacy framework. This is an interactive experience in which readers are engaged in discussing a text throughout the reading. Read-Alouds develop high-level thinking and discourse and are an opportunity to deepen comprehension through discourse and active thinking. Teachers use cognitive resources, such as DOK and Bloom’s levels that motivate students to think critically about the text, increasing rigor and raising the caliber of conversation. By being immersed in a variety of well-chosen texts, children not only learn to love stories and reading but they also learn about written language.

Word Study: Word study refers to the deliberate investigation of words and includes: sight words, phonemic awareness, phonics, and vocabulary development. Word study takes place in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction, and word sorts. Teachers provide whole group, small group and center instruction throughout the literacy period. Teachers work toward automaticity and flexibility and constantly return to meaningful texts and prompt students to use new knowledge in reading and writing settings.

Mini-Lessons: Reading and writing mini lessons are approximately 10 minutes in length and provide daily direct and explicit instruction. The mini-lesson uses a clear and consistent structure that incorporates connections, teaching, active engagement, and a link to real-life application. The mini-lesson is always drawn from a unit of study or responding to a class need, and refers to a text for instructional clarity such as a read-aloud or shared reading.

Conferring: This is an opportunity for teachers to meet with students in order to discuss and document the specific needs and progress of the individual reader. The teacher may review a skill or strategy from a previous conference or may set a new goal with the student. Conferences with students can be based on formal (pre-and post-assessments) and informal (observations and Reader's Response Journal) data. Questions during a conference can be focused on the data collected, or can be used as a means to decide what levels the individual still needs to work on and an opportunity to set goals for the student's reading level.

Chart 2: Components of Balanced Literacy Model

Read Aloud	Comprehension, vocabulary, fluency	I do (model)
Guided Reading	Comprehension, vocabulary	We do (guided)
Shared Reading	Fluency, comprehension	We do (shared)
Independent Reading	Comprehension	You do
Word Study	Decoding, fluency	(all)

Shared reading: Designed to include the whole class or a small group, this activity involves students reading a common text with teacher support. It provides many opportunities for incidental learning about the way written language works. The text is re-read over the course of several days with various teaching points in mind. Fluency is a key goal of this component and ultimately leads to higher levels of comprehension. The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn to appreciate and enjoy the process.

Guided reading: Guided Reading places the child in a more formal instructional situation and is the foundation of the literacy curriculum. The teacher works with a small group of students who have similar reading processes. The teacher selects and

introduces new books and supports the children in reading the whole text to themselves. Teachers offer constructive guidance, giving the child the opportunity to problem-solve while reading for meaning.

Independent reading: Students learn by doing, and during independent time they are granted ample time to read a “just right” book of their choice and practice reading strategies taught in the mini-lesson. “Just Right” books are books that are at the current reading level of the student or just slightly above. Classroom readers and books are all clearly labeled with reading levels in accordance with the Fountas and Pinnell Reading Assessments and other normed leveled libraries, like Scholastic.

Shared and interactive writing: Interactive or shared writing provides an authentic setting in which the teacher can explicitly demonstrate how written language works. First, the teacher and students work together to discover a reason for writing. Once purpose is established, the teacher helps students gain control over the conventions of print that writers need to communicate their messages in written language.

Writers Workshop: Guided writing, or Writer Workshop, is another way for teachers to help children learn to write; in this course the children construct their individual pieces of writing with teachers (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

Assessment: A balanced reading program uses both formative and summative assessment. Vista will use the Fountas and Pinnell research-based assessment every six weeks to assess reading skills and literacy.

Mathematics:

Mathematics and quantitative reasoning skills will be central to the curriculum at VCGA. At all grade levels, students will participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VCGA will hold high expectations for all students in math development and will provide ample support for students to reach these expectations. California’s Common Core Content and Practice Standards and the California State Priorities will provide a foundation for work in math.

A cohesive math curriculum, such as Engage New York and Cognitively Guided Instruction (CGI), will promote math fluency and accuracy as well as conceptual understanding of important mathematical ideas and mathematical reasoning. Hands-on activities and materials in the classroom, as well ties to PBL, will help students to recognize the connections between math concepts and the world around them.

As is true across the curriculum, differentiation will be used by teachers to account for

the variety of mathematical experiences and skills in a typical classroom. Through the Individualized Learning Plan, each student will regularly identify strengths and areas for growth, and teachers will provide opportunities for flexible pacing and grouping in service of meeting diverse student needs. Pre-assessment and ongoing assessment will be crucial to ensure that each student is suitably challenged and receives the support he or she needs. If a student continues to excel at a rapid pace, that student will be guided and encouraged to explore math concepts on a deeper level related to his or her interests.

The math curriculum will be mapped to the CCSS at each grade level. And, in developing curriculum, teachers will draw from a variety of high-quality resources and renowned math educators who are aligned to VCGA's vision and guiding principles for 21st-century learners. Engage New York and Cognitively Guided Instruction (CGI) are examples of current scientifically supported resources that emphasize conceptual understanding, communication about math, and authentic problem solving and will be considered in a school-wide math program.

Science and Engineering:

The science program at Vista Condor Global Academy will emphasize inquiry, curiosity, collaboration, scientific literacy, and, especially, relevance and application to real-world problems. VCGA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). Project Lead the Way curriculum, FOSS Hands-on Science, and Amplify programs are currently being studied for adoption and are aligned with NGSS standards and VCGA's guiding principles and goals. Students will have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in the on-campus maker-space being developed.

Students will follow the eight practices of science and engineering that the Next Generation Science Standards Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Students will learn the principles of engineering design to identify strategies for solutions. Following the hands-on of FOSS, PLTW, or Amplify science curriculum, students will participate in an engaging and challenging curriculum. Science and engineering skills will be assessed through diagnostic assessments that will focus on

the key terms and ideas of a unit.

Social Studies:

The Social Studies curriculum will be globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies curriculum will naturally build upon students' prior knowledge and experience, honor and celebrate their diverse backgrounds and cultures, and deepen their self-awareness and sense of place in an ever-increasingly global society.

The California Common Core State Standards and the recently adopted California State Framework for Social Studies and History (2016) will provide a foundation for students' learning, and will be supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum will include four main social science disciplines, including: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies will be presented in four interconnected formats:

1. Within the reading program through informational texts
2. Through personal and informational writing and research in the writing program
3. Via integrated, thematic units of instruction
4. Through interdisciplinary project-based learning

Physical Education:

Physical Education (PE) is critical for student learning and for maintaining personal well-being. The physical education program at Vista Condor Global Academy will be an integral part of our mission to address the needs of the whole child and to develop life-long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that will suit diverse learning styles and skills.

PE will take place daily during class time. This time will allow students to develop awareness of their bodies and of how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students may learn how physical activity can relieve stress or help with focus.

A unique feature of the VCGA physical education program is our relationship with All It Takes, a non-profit dedicated to teaching young people to practice honor, acceptance, compassion, and respect. Over the course of our first five years we will incorporate the Leadership Development Through Physical Education (LDTPE), a supplemental curriculum meant to enhance current elementary physical education programming. With the addition of experiential education philosophies and activities, along with

language development that supports Emotional Intelligence and Literacy, VCGA will integrate social/emotional training with physical activity. PE activities will contribute to an integrated social-emotional program as students practice and demonstrate greater capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

Mission Driven Arts Education

From the earliest renderings found in the caves of Lascaux, France, to the installations of Rauschenberg, human beings have been using artistic expression to find meaning, express self, communicate messages and seek answers. All cultures and peoples have participated in the arts, conveying significant meaning through their artifacts and artistic traditions in music, dance, visual arts, literature, and drama.

Art is a universal language that provides all students with connections to other civilizations. It provides factual, interpretive, and emotive contexts for historical events. Art is more than an act or artifact; it is a bridge that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VCGA, we will not view art only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. It will allow us to reach across the cultural, financial, and digital divides that separate our students from the "wider class." Through the arts, we will develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The arts will also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

Art integrated with social studies, literature, and writing can deepen students' understanding of social studies content, literary concepts, and writing and art techniques. Understanding how and why Monet's observations about the changing light and atmosphere led him to paint the series *Haystacks in a Field* throughout the different seasons, easily leads to a deeper understanding of the scientific renderings of Darwin, the poetics of Emerson, or the human compassion of Beethoven's Fifth Symphony. These insights, in turn, provide our students with motivation and skills to produce their own scientific, social, and cultural observations about the world around them. Understanding how Bach used rhythm and pattern to produce the *Inventions* by inverting mathematical sequences only opens up understanding of and motivation to explore the logical beauty of math or the astounding design of DNA and marvel at the meaning and interconnections these studies have in our daily lives.

Vista Condor will strive to provide our students the tools they need to produce meaning within artistic endeavors. These skills will be embedded throughout the day and placed in the context of meaningful experiences. For instance, while exploring the theme of

How Do Families Remember Their Past (second grade social studies standards, 2016) or learning to write autobiographies in Workshop, our students might learn about proportion, symmetry, observation and various media, such as drawing, painting, collage, and installation, to produce self- or family portraits. Dramatic play is used extensively to enhance understanding; from our students' first explorations in kindergarten to the in-depth, cross-curricular and thematic studies to be carried out by our upper grade students, the building blocks of theatric expression is developed as a means, not an end.

At VCGA we will be committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. Once our school population has reached 400 students, we will have a full-time music teacher who will deliver instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students will not have access to these skills outside of the school setting. Through our music program, our students will acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills will be advanced with a school-wide choral program.

Vista Charter Public Schools currently works with the Hollywood Arts Foundation, the Getty Museum, Los Angeles County Museum of Art, and the Los Angeles Opera. These resources extend beyond our students and can serve our staff through professional development opportunities on our campus and at their sites. Importantly, our relationships within the Los Angeles arts community are helping us create new connections as we grow into Orange County.

Technology:

Technology will be an important global strand that runs throughout our curriculum. It will allow us to reach across the cultural, financial, and digital divides that currently separate our students from gaining full access to the American dream. Most of our students will not have full Internet and computer access in their homes. To level the playing field, *Vista Condor students will be provided a Chrome Book or similar device starting in the first grade.* Kindergarten classrooms will be equipped with enough devices to teach basic computer skills and for projects, when appropriate. Starting in the third grade, students will be allowed to take devices home for select projects with increasing opportunities for home use in preparation for our middle school experience which will allow all students greater flexibility for daily use.

VCGA will extensively utilize Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school will provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, VCGA is committed to digital safety. Students will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber-bullying and cyber-safety will be addressed yearly for all VCGA students. VCGA will ensure that students understand and exercise good judgment as they navigate the infinite amount of information that exists online. This approach is in line with our focus on social-emotional skills, as students must learn how, when, and why the Internet can support their personal and academic growth.

Content Area Textbooks

The following table outlines the initial textbook adoptions planned for grades kindergarten through five in the core content areas of English Language Arts, Mathematics, Social Science and Science.

Grade Level	English Language Arts	Mathematics	Social Science	Science
K-5	Writer's and Reader's Workshop based on the Lucy Calkins model Leveled Reading Library	Engage New York Marcy Cook, Bridges to Mathematics CGI	CA Vistas: MacMillan/McGraw-Hill	Full Option Science System (FOSS): Delta Education

School Year

The instructional day at Vista Condor Global Academy is designed to reflect the school's mission and values. The academic calendar will comply with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2018–2019 will include 180 instructional days and 190 teacher workdays (180 instructional, five summer Professional Development, five school-year Professional Development, and two end-of-year days). Specific information about teacher workdays is outlined in *Appendix G: Professional Development Plan*. The information below outlines our proposed calendar based on our current middle school, Heritage. VCGA will follow the Heritage calendar. Both calendars seek to align with Santa Ana Unified School District's calendar to ensure that parents with students at multiple sites are not inconvenienced with scheduling conflicts. What follows is a prospective schedule based on information we have at this time; however, it is possible that certain details may change depending on what will best serve the students.



VISTA HERITAGE CHARTER MIDDLE SCHOOL
 2017-2018 INSTRUCTIONAL CALENDAR
 www.vistacharterpublicschools.org
 Dr. Donald Wilson, Superintendent
 Lauri Martin, Principal

7/17							8/17							9/17							10/17							11/17							12/17						
JULY							AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
JULIO							AGOSTO							SEPTIEMBRE							OCTUBRE							NOVIEMBRE							DICIEMBRE						
[Calendar grid for Q1: July to December 2017]																																									
Q1														Q2																											
1/18							2/18							3/18							4/18							5/18							6/18						
JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE						
ENERO							FEBRERO							MARZO							ABRIL							MAYO							JUNIO						
[Calendar grid for Q3: January to June 2018]																																									
Q3														Q4																											
KCPH PD							PD							PD							PD							No School Day													
All Vista Charter Public Schools Professional Development Day - Pupil Free							Professional Development Day - Pupil Free							Professional Development Day - Pupil Free							Early Dismissal Day, No Activities							No School Day													
Regular School Day							Holiday							All Personnel Day Off - Office Closed							April 2-6							Spring Break Heritage													
Sep 1 & 4							Nov 10							Jan 15							March 26-30							Spring Break Vista													
Labor Day Holiday - Día del Trabajo (Día Feriado)							Veterans Day Observed - Día del Veterano (Día Feriado)							Martin Luther King Jr. Day (MLK) - Día Feriado							Memorial Day Holiday - Día Feriado																				
Dec 16, 21							Nov 23-24							February 12, 19							May 28							Memorial Day Holiday - Día Feriado													
Winter Break - Descanso de Invierno							Thanksgiving Break - No School - No hay clases							President's Day - Día Feriado																											

All grades will include the following structural elements.

Daily and weekly schedules:

Time	Activity
7:00 am to 8:15 am	Morning Care
8:15 am to 9:15 am	Group Instruction (Math)
9:15 am to 9:35 am	AM Recess/Snack
9:35 am to 11:35 pm	Instructional/Work Time (Readers/Writers workshop,
11:35 pm to 12:15 pm	Lunch/Noon Recess
12:15 pm to 2:35 pm	Instructional/Work Time (Science/Tech, Social Studies, Friday Council)
2:35 pm to 2:55 pm	PM Recess/Dismissal
2:55 pm to 6:00 pm	After-School Care (YPI)

A day in the life of a student at Vista Condor Global Academy:

The following provides an example of what a day in the life at Vista Condor Global Academy might look and feel like for a student. Schools are dynamic, human-centered organizations and, while schedules and basic routines will have consistency, no two days will look exactly alike. The following description strives to highlight unique features of a Vista Condor day, but is solely demonstrative.

Miguel, a second-grade student, gets off the Santa Ana trolley with his mother and walks across the parking lot to Vista Condor Global Academy. He looks up and sees the giant mural of the Condor and remembers the assembly they just had where his principal reminded them about what their school mascot symbolizes. He loves the new big word his principal taught them and looks up at his mother and says, “Mama, did you know that the condor is an ancient symbol?”

“Yes, *Mijo*, but tell me the story again, so I can remember it better.”

Beaming with pride, Miguel excitedly tells her, “The Condor is a symbol of our ancestors that teaches us that the heart is as important as the mind if we want to be good global citizens.” Milo then points out the mural of the Eagle on the other building and tells his mom all about how the eagle represents the mind and technology and careers and college. His sister goes to the middle school, and her uniform has the eagle on it. Miguel loves the days when the kids from the middle school get to be their reading buddies. He looks down at his own uniform and sees the condor and thinks, “It’s just like my principal and teacher tell me...when the condor and eagle fly together, that’s

when we can transform the world.” Miguel wants to make his teacher and mom proud and transform the world one day. He then remembers that they are working on a project to learn about water conservation and are going to use the sand tables again and make a hypothesis about erosion.

Miguel isn’t even at the door yet, but he is excited and beaming with pride to be at Vista Condor.

Miguel’s mother leans down and kisses him on the forehead. “*Mijo*,” she says, “*Aqui te dejo*. I get to have coffee with the principal and other parents this morning. Your principal is going to tell us all about the great things your school is doing and then we have committee meetings. But I will see you later, today I get to volunteer in your class.”

Miguel quickly kisses his mom again, but is happy to be in line with his friends in front of his classroom. Ms. Amaya is standing at the door greeting each student as they come into the room. Miguel shakes his teacher’s hand and says, “Good morning, Ms. Amaya. It’s a great day to be a condor!” Ms. Amaya smiles and thanks him for such a pleasant morning greeting.

Miguel walks into the class and puts his backpack away. He gets his Chromebook off the cart and sits at his desk next to the other three students on his class team. He looks at his team table cards and remembers to greet his shoulder and face partner with a warm welcome and a compliment. No sooner do they finish their greetings when Ms. Amaya starts the class off with a Kagan community building activity. They have been learning about their family tree and history, and it doesn’t surprise Miguel that the activity involves sharing things he loves about his family. The computer-generated Kagan spinner on the screen in front of the class stops on two. Miguel feels disappointed he doesn’t get to start, but congratulates his shoulder partner. Each one of his team members gets to share, and they remember to compliment each other after they share. “I love the story about your big sister, Miguel,” his partner tells him, and Miguel beams with pride—not for the first time this morning, and it’s not even 8:15 yet.

8:15

Ms. Amaya calls all the students to the front of the room to find their place on the carpet next to their literacy partners. She reminds them to bring their writing journal with them.

Miguel grabs his reading journal and heads to the carpet. He can’t wait to see what his teacher is going to do today in Writer’s Workshop.

Ms. Amaya gets right to the point, “Writers, remember yesterday when we talked about making our writing more exciting for the reader? Today I want to show you one way to do that. One thing that great writers do to engage their readers is to surprise them by making inanimate objects—remember that is something that is not living like a rock or a mountain, or something that is not human, like a dog or animal—act like a human.

When an author does this, we call it personification. Today, I'm going to show you how to use personification to make the stories you are working on more exciting for your readers." Ms. Amaya knows how important modeling is and has planned for it and says, "Let me show you some examples of how published authors have done it."

Ms. Amaya pulls out three books, and says, "Let's see how some of our favorite published authors use personification in their writing to engage us as readers. The first one is *The Giving Tree* by Shel Silverstein, and Miguel remembers when his teacher read that to them. She picks out a small passage and reads it to the class and shows how the author gives the tree human attributes and feelings. She says, "This makes me love the tree so much." She explains how personification helps the reader feel sad and happy for the tree by the end of the story. She shares two more examples. This only takes a few minutes, and then she clearly repeats the day's objective, "So, remember authors...Great writers sometimes use personification to engage and excite their readers. Watch me now, as I try to use personification in the story I am writing."

Ms. Amaya sits before her story, which she has projected onto the screen, and starts to read, "The little boy was racing all around the woods chasing butterflies until he got so tired he had to sit on an old tree stump."

"Hmmm," Ms. Amaya thinks out loud to herself, I wonder what would happen if the tree stump could talk." She starts to write, "As the winded boy sat..." She crosses out "sat" and says, "He's tired from running around, so he is really going to plop down." She writes instead, "plunked down hard on the stump." She continues, "The little boy heard someone scream "Ouch, that hurt!" The little boy looked around the woods, but didn't see anybody. "Oh my gosh, you are so heavy. At least you could have asked for my permission." This time the boy heard the voice come from under him, down by his feet and he jumped so high, he nearly hit his head on the branch of a nearby tree."

The whole class laughs, and so does Ms. Amaya. But, she quickly turns back to the lesson, "Do you see how I gave the tree stump a voice and made it react like a human? I used personification when I did that. I think it's time for you to give personification a try. Take out your stories and, for the next 60 seconds, I want you to look for inanimate objects in your stories where you might use personification to excite and engage your reader."

Right away, Miguel and his partner open their journals and search for inanimate objects in their stories. Miguel found two and can't wait to share. Another bell goes off and the teacher asks if anyone needs more time. She tells them to use one finger for a little more time, two for a lot, or just raise their whole hand if they are ready. Everyone is ready.

A bell the goes off. "Ok, you and your partner will use the *Kagan Rally Robin* structure to share all of your ideas. Don't forget, you share one idea and then your partner shares one until you don't have any more ideas left or the timer goes off. If you finish before the timer, please use the rest of the time to ask your partner probing questions.

She spins the partner button and says, “Partner A begins.”

The class is suddenly abuzz with conversation and sharing. Miguel and his partner share all their ideas, but the bell hasn’t gone off. Miguel says to his partner, “I really like your idea of using personification with your family car! What do you think your car might say or do to make it seem like a person?” The partners are deep in conversation when the buzzer goes off, and they look up at Ms. Amaya. Ms. Amaya had been going from pair to pair during the time, and says, “I really love how so many of you found great places to use personification in your writing!” She goes on to share a few examples that she heard.

“Please turn to your partners and thank them for sharing their thoughts and ideas with you.” Once this lesson concludes, Ms. Amaya says, “So remember, authors, great writers use personification in their stories to engage the reader and make their writing exciting and interesting. How many of you will try to use personification in your stories today?” Hands fly up. It has been 12 minutes since the lesson began, and the class is ready for a change.

“Let’s go back to our desks and work on your stories. I’m going to set the timer for 30 minutes today. You are really building up your writer’s stamina, and I’m so proud of all of your efforts.”

While the students work on their stories, Ms. Amaya calls a small group to work with her. She had read the writing journals over the weekend and noticed a small group was still struggling with strong openings. She has a small lesson to help them along. Later, she calls Miguel up for a one-on-one conference and works with him on breaking his story into paragraphs, but soon the five-minute bell rings. It’s almost time for recess.

Recess

The TA walks the class over to the gymnasium. Miguel is excited because he has been playing soccer with his friends, but no sooner do they start than his friend says something mean and they start to argue. Soon, a crowd is starting to gather, but quickly the TA is there and gently asks Miguel and the other boy to come over to the Way of Council bench. He reminds them about their peace pledge and asks them to use the Peace Talk Protocol. When they are ready, they can go back and play. Miguel and his partner look up at the plaque. The TA helps them to read it together:

- Sit face to face
- Share: This is what happened, this is what I wanted to happen, this is how I can make things better
- Speak and listen from the heart
- Use a talking piece

The boys go through the protocol, and within a few minutes are laughing and hugging each other. There is still time to play, and they race off together.

Instructional Time

Back at class, Ms. Amaya is sitting at her teaching station. She tells the class to grab the Just Right book they are reading and come to the carpet. Miguel loves Reader's Workshop. It is just like Writer's workshop, but he gets lots of time to read his new favorite book. Ms. Amaya teaches a mini lesson about inference and uses lots of examples from her read aloud. Soon, the class has practiced, and they get to read. While the class reads their books silently, Miguel is asked to join the TA. She says that she thinks he has made so much progress and that he might need to re-think his Just Right books. She has him read a passage from the Fountas and Pinnell leveled reading inventory and then another. He is so excited to learn, he has jumped two levels from L to N. She asks him if he would like to pick out an N book. He does, but he wants to finish the book he is reading. She quickly replies, "Oh, of course, I can never leave a book when I love it. Sometimes, I'm even sad when I finish it, because I love the characters so much. Has that ever happened to you?" Miguel goes to the leveled library to pick a book, but he is excited to go onto his Chromebook and see all the other N level books he might choose from, too.

After Reader's Workshop, Ms. Amaya gathers the class for a quick community builder. She picks a Kagan strategy that gets the kids moving a bit, as they have been sitting and reading for almost 30 minutes straight. After the two-minute activity, she calls them to the carpet for math.

Math is structured just like Readers and Writers Workshop. Teachers at VCGA will understand that you learn by doing, not by listening, so the lesson is structured to maximize independent and guided work time. It starts with a real-life connection; usually to a project the class is working on or something they might need in life, is followed by a mini lesson with a clear objective, guided group practice, independent work time with students being called to small group instruction, or one-on one as indicated by formative assessments. Some days the math mini lesson is drawn from adopted math program, but today they are using CGI. The students work on using math skills to solve word problems.

Miguel loves CGI Fridays because he gets to show how he solves difficult work problems in multiple ways; with a mathematical sentence, an English sentence, a drawing, or with the math tool manipulatives. His favorite part is at the end of the work time at the class conference. He hopes that today he can come up with a new way of solving the problem and that his teacher will share it with the class. When a student finds a new way to do something, it is called by the student's name. Miguel hopes to have "Miguel's Way" up on the math wall again, so he can show his mom what a great mathematician he is.

Lunch

Miguel loves his classroom, but maybe not as much as lunch. The cafeteria always has

such great food, and he is proud that his school serves a “homemade” meal every day that is healthy and good! After they eat, they all go and play. There are no problems today, and that is good, because the last few days some kids in his class were mean to each other and some even cried. Too soon, the bell rings, and it is time for class.

After Lunch Friday Council

When Miguel gets back to his class, the furniture has been rearranged. The desks are against the wall, and the chairs are in a circle. In the middle of the circle is the council table. It is covered in a beautiful tablecloth. It is the one his mother brought back from Guatemala. Miguel beams with pride that his teacher loved her gift. The low table is covered with a few flowers in a vase, the dedication bowl, and talking pieces the class has brought in to share.

Everyone sits quietly in the circle, and Ms. Amaya asks if anyone would like to make a dedication. A few students make dedications by walking up and dropping a stone into the bowl; as they do, they dedicate the Council to their moms. Miguel is a little nervous, but remember how much he misses his family dog that recently passed. He quietly walks up, drops a stone into the dedication bowl, and says, “I dedicate this to my dog that died this year.” As Miguel walks back to his seat, the students and Ms. Amaya raise their hands and wiggle their fingers in silent support.

Ms. Amaya reminds them that in Council they are to speak from the heart, listen from the heart, be spontaneous and not worry about how good their story might be, and to be lean so everyone in the circle can say what is in their heart.

Ms. Amaya starts by talking about what happened this week during lunch and recess breaks. She says that being mean to each other can sometimes be called bullying. She then tells the class about a time when she was bullied in the second grade and how it made her feel. After her framing story, she says to the circle, “So today, fellow global citizens, tell the circle a story of a time when you were bullied and how it made you feel. But, maybe, if you are feeling brave, you can tell a story of a time when you bullied someone and how that made you feel.”

For the next 30 minutes the talking piece is passed. Miguel remembers what happened at recess and shares that story. Some kids are brave and tell how about when they were a bully, and how that made them feel bad inside. Council winds down with a witness round, in which students can witness something that touched them during the circle and then a closing. Sometimes Councils are fun, but today it was serious. Miguel decides he is going to try really hard not to be a bully, as he realized that his classmates feel the same thing he does when he gets bullied. The Council is over and Ms. Amaya has the class stand up and sing the song they have been working on. They all help put the class back to normal. They are so excited, because they are going to do their science experiments next.

Science and Technology.

Miguel never thought about being a scientist before, but he is having so much fun that he now thinks he will study science in college. Today is really special, too, because his mom is a special science helper. She does this every Friday. Miguel can tell how much his teacher likes his mom, and this makes him love his teacher even more.

Students are exploring how the surface of the earth is always changing. They are introduced to different types of maps and explore how these maps convey different information about the world in which they live, including where water is found on Earth. Miguel and his team introduce the design problem when faced with the challenge of helping a community threatened by a potential landslide. They have been investigating the different forces that shape the surface of the Earth and have designed solutions to limit the impact of erosion on a fictional community that is located at the bottom of a hill recently destabilized by a fire. Even though the town they are working for is fictional, Miguel remembers how Ms. Amaya showed them what happened in the hills surrounding Los Angeles after the drought and fires and when all the rain came in the winter.

Miguel thinks his team's drawings and ideas were some of the best solutions in the class, but he also likes a lot of the other ideas. Soon, they build their prototypes and test them. The tests are fun, but Miguel has to think really hard as his teacher pushes his team to consider failure points of data to identify aspects of the design solution that can be improved. He knows this part of science is important, and he wants to help his team, because next week they are going to present their solutions and suggestions for improvement to their classmates and then to their sister school classmate via Skype at the American School in Guatemala City. Their sister school friends told them that they have had bad mudslides there, too. Miguel hopes that their solutions can help their friends in Guatemala. Even though presenting is hard, Miguel likes getting feedback, because, as a global citizen, he knows that understanding different perspectives is important. He also loves science because it helps him design real solutions for real-world problems.

End of the day

Miguel can't believe how fast the day went. It seems like he was just eating breakfast. In fact, he thinks he might have been in FLOW today. His teacher always tells him that FLOW is the best part of learning and that you know you are in flow when you are thinking hard, having fun, and forget about everything else except what you are doing. Miguel is sure he was in FLOW today during Writers Workshop and science. He tells Ms. Amaya that he was in FLOW a lot today and thanks her for being his favorite teacher ever. Ms. Amaya thanks Miguel for taking his learning so seriously and thanks his mom for her help. She asks his mom if she is able to use the Learning Management System and lets her know there will be another parent-training coming up soon. Normally, Miguel would go to the after-school program, but on Friday's his mom takes him home with her. Miguel walks across the parking lot with his mom, and they wait for

the trolley to take them home. As the trolley approaches, Miguel takes one last look at the murals of the Condor and the Eagle and reflects on how his day was all about bringing the heart and the mind together to make the world a better place for himself, his family, and even his friends in Guatemala. He is, once again, beaming with pride to be a Vista Condor student.

PROFESSIONAL DEVELOPMENT

At VCGA, we will consider professional development critical to the success of our students. However, all schools, and especially a new school, have numerous mandates and initiatives to implement each year—such as technology programs, teacher evaluation, and preparing for and reviewing test data. Thus, professional development is a high priority. At VCGA, our professional development schedule and plan will minimize the number of initiatives each year to focus on consistent professional development that can delve deep into issues that have a direct impact on student learning and achievement. At VCGA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development (Castillo, 2011; Coleman, 2014). At VCGA, professional development will be directly applicable to classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students (Castillo, 2011; Coleman, 2014).

VCGA will have both short-term and long-term professional development plans that promote deep learning and strong implementation of its programs.

Vista Condor Global Academy Professional Development Approach

The heart of a transformative educational school experience is in profound and sustainable pedagogical change. At Vista Condor, we do not believe programs are the answer to transformative education, but carefully chosen programs can serve as foundational learning labs where teachers acquire the tools and strategies that, when mastered, will create the conditions for creative and academic freedom. *At Vista Condor Global Academy, our curriculum and instructional program is guided by three signature practices we believe can transform the school experience: Reader's and Writer's Workshop, Kagan Cooperative Strategies, and Way of Council.* Teachers receive professional development in each of these practices, detailed below. Teachers and administrators also receive training in integrating the ISSN framework into their teaching. Our partnership with ISSN will include the benefit of collaboration with other network schools and additional services. Administrative and instructional staff will participate in professional development that will include the following:

Site visits: Vista Condor will host a site visit during its first and third years in the network. Visits are conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals. VCGA will work with SAUSD to incorporate the resulting feedback into on-going oversight and district evaluation.

National network meetings: Asia Society hosts biannual meetings for ISSN school leaders, where they conduct a study tour of a network school, participate in targeted learning activities, and have time to connect and share ideas. Every school sends someone—the principal, an assistant administrator, or both—to every meeting. Many principals make the time to attend both meetings themselves, because the events provide a rare opportunity to connect with peers, exchange ideas, solve common challenges, and learn together in a safe community.

Regional events: Based on the needs and interests of schools, regional coordinators offer additional trainings and events for ISSN educators to connect within a geographic region. These are opportunities for teachers to share feedback on curriculum, for administrators to support each other in solving common problems of practice, and for all staff to gain new skills and knowledge relevant to the global studies mission.

Professional Development: Way of Council

The Way of Council encourages deep and honest communication. Based on indigenous, worldwide “cultural dialogical” practices including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At Vista Condor, we teach students the “four intentions” of council – to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is the best tool we have found to help children appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where children learn to connect meaningfully with their peers and with adults. Being “in council” helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to “suspend” preconceptions.

Importantly, at Vista Condor, Council is not contained to the classroom, but used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Teachers at Vista Condor agree that governing the school using council as a tool helps us model the adult behaviors we wish to encourage in students.

In simple terms, what you have at Vista Condor in Council is a systemic, community-building practice, one that moves toward the State’s priorities for personalization and creating safe, caring environments. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At Vista Condor, Way of Council is supported by:

- Continuous Training from Ojai Foundation and Council in Schools program
- Experienced council mentors to all participating teachers
- Monthly professional developments linking council to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils
- Parent presentations and parent council facilitation
- Yearly retreat at the Ojai foundation in conjunction with all Vista Charter Public Schools

Professional Development: Readers’ and Writer’s Workshop

Vista Condor espouses a workshop model, which creates the conditions where mastery grading, PBL, problem based pedagogy, and cooperative learning can co-exist daily. At Vista Condor, we believe Writers’ and Readers’ Workshop are at the heart of this approach. Teachers who are trained in Workshop not only have a solid framework and curricular map that addresses the Common Core and student mastery of a subject, they also acquire the building blocks of solid instruction that can be transferred to other subject areas. Writer’s workshop is the right combination of direct and explicit instruction that our at-risk students need and employs an empowering and engaging constructivist approach our at-risk students deserve. This is not an untried approach, but one that Dr. Wilson, Condor founder, has great expertise in.

Currently Vista Charter Public Schools receives services provided by Literacy Partners, but leave open the possibility of using another high quality service based on service and price. Here is the breakdown of services typically contracted:

List of Professional Development Services

Institutes- provide a great opportunity to provide staff with basic course training in reading or writing workshop. During these days, consultants explain the philosophy of workshop teaching as well as teach you about the parts of the workshop. Teachers also have the opportunity to learn by being engaged in an adult reading or writing workshop during our institutes. This allows participants to be in their students' shoes and learn by doing.

Labsite days: One model classroom is chosen for each grade level involved. Teachers on a grade level go into this "labsite classroom" to watch demonstrations and to practice their teaching with support from the consultant. During the debriefing session for each grade level either before (to plan a lesson together) or after (to reflect on the lessons observed), teachers can ask questions, look at student work and/or other classroom artifacts. Generally the labsite is between 45 minutes and 1 hour and the debriefing session is between 30 and 45 minutes.

Planning days: Teachers are given a minimum of one hour and a half & a maximum of an entire day to sit with the consultant and plan an upcoming unit of study for reading or writing. The teachers meet with the consultant in grade level teams and plan these units using the Common Core State Standards. During this time teachers can set goals for their units, plan teaching points, develop charts, gather resources and plan celebrations.

One on One-Coaching Days: The school sets up a schedule for the consultant to visit with each classroom teacher during their workshop time. The consultant gives individualized feedback and coaching during this time to each teacher.

Administrative PD Days: The consultant facilitates learning walks/instructional rounds with administrators and literacy coaches to help the administrative team give helpful feedback to teachers in specific areas. The consultant also works with the administrative team to look at student data from writing folders and notebooks, running records and reading levels for each classroom.

Workshop Days: These days are tailored to our school's individual needs as they arise. The school can decide on a topic to focus on and the consultant can give a presentation to the entire staff or to groups of the staff on that topic. Topics can range from: planning effective mini lessons that address the Common Core State Standards, conferring with writers and propelling them towards independence, building a curriculum for writing partnerships, a unit of study in reading or writing and many more. This can be done on a staff PD day or during Bank Time Sessions on shortened school days. This is used to develop consistency as a school and to create a dialogue across grade levels. This is also a time for teachers to do vertical planning.

Parent Workshops- Many schools are excited at the prospect of including parents in their professional development. At Vista Condor, we tailor parent workshops to fit our parent population. During these workshops, parents can learn about workshop teaching

and how teaching reading and writing is very different from how they learned. They can also learn ways to support their young readers and writers at home and help them continue to be independent. Oftentimes, they will also have the opportunity to engage in their own reading and writing with our consultant's support. These workshops can be given in both English and in Spanish.

Professional Development: Kagan Cooperative Structures

All teachers will receive training in implementing Kagan structures. This training will ensure that teachers have the skills to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, and with any curriculum. Teachers will learn to use the Kagan structures every time they ask the class a question.

Professional Development on Teaching Global Competence

With increasing globalization and the dramatic shifts it brings, teaching and learning must adapt to these changes (Banks et al., 2001). For teaching and learning to adapt to these changes, teacher education and educator professional development must lead the way (Banks et al., 2001). Thus, professional development and support must be geared toward facilitating global and intercultural awareness among teachers and other educators to ultimately promote global competence for students (Banks et al., 2001).

However, many educators may not be globally or culturally competent themselves, as such principles only recently became a focus in teacher preparation programs (Coleman, 2014). Therefore, before learning how to facilitate and promote global competence among students, teachers must appreciate and acquire global awareness and understanding themselves. Teacher professional development should be designed to both promote global competence as well as skills, knowledge, and information that help implement and facilitate global competency programs in the classroom (Coleman, 2014). For example, Coleman (2014) has strongly recommended that teachers be adequately prepared to facilitate classroom discussions around relevant world issues, which can often include topics that are either contentious or difficult to discuss. Teachers also need professional development in order to effectively facilitate technology in classrooms to promote global competence, a subject that is specifically elaborated on in the next section of this chapter (Coleman, 2014).

Teachers at VCGA will participate in global education–related networks, such as the International Studies Schools Network and the International Network for Public Schools, and receive professional development from instructional coaches and consultants who work for the networks. A focus of many of these network training events is building internal expertise through globally based professional development (Mansilla & Jackson, 2011).

Another avenue for professional development at VCGA will be the use of technology-based collaboration, such as videoconferencing. This skill not only promotes global

competence among students, but also enhances and improves efficiency of educator professional development. To promote deeper understanding of the role of technology and global collaboration, a team of teachers at VCGA will attend the annual ISTE conference. The purpose of this conference is to convene educators from around the world to collaborate and learn from each other on ways to promote the ISTE Standards and global competence through innovative curricular and pedagogical approaches. Digital professional development is an increasingly popular tool for global educators because it is more efficient with respect to time, is financially conservative, and models how technology can be used to promote global collaboration.

Professional Development Structures at Vista Condor Global Academy:

VCGA will utilize several specific structures to ensure that teachers are continuously learning and growing their practice. Below are the key structures that will contribute toward professional learning:

All Vista Days: VCGA will participate in four All Vista Days, which are dedicated to professional development common to all Vista schools. This training might include, but will not be limited to, topics such as Kagan Cooperative training, Way of Council, Danielson Framework, integrated technology, integrated English language learning, and similar initiatives.

Collaborative planning time: Teachers will have common planning time during the students' group activity time. Once a week, this common planning time will be used for deliberate collaboration with grade-level teams. This structure ensures that grade-level teams have regular time to discuss trends of particular students and adequate time to develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art, and an Asian language.

Peer coaching: Grade-level teams will be given time to meet with one another every other week, and observe each other one time per month. They will utilize a protocol to provide each other with targeted feedback and personal growth support.

Instructional rounds: Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by implementing and modeling different solutions. The group effort will far outpace what any individual could accomplish on his or her own. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation. At VCGA, instructional rounds will be conducted yearly as a school community and, as needed, by grade-level teams.

Teacher growth and development: VCGA will use the Dr. Charlotte Danielson Evaluation Instrument as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework will not be used as a tool for continuing employment at VCGA. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

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

Formal evaluation: The intention of the Danielson Framework is to create conditions of learning for teachers that foster growth and development without the fear of failure when trying something new or difficult. For this reason, the formal evaluation will be separate from the teacher growth and development cycles. The formal evaluation will focus on overall teacher attitudes and effectiveness, professionalism, ability to work collaboratively, and level of commitment to the school community, and to providing a student-centered and transformative learning experience. VCGA and VCPS leadership can provide the tools for teachers to be effective agents of learning, but the individual brings the positivity, attitudes, and passion for transformative teaching and learning: the hallmarks of a Vista teacher. One example might be comparing a new teacher who immediately endeavors to incorporate new learning after a PD with limited success, but who continues to try and improve upon that performance, working toward mastery to a more experienced teacher who resists change and demonstrates a poor attitude during grade-level and school meetings. The former may lack specific skills, but could receive a satisfactory final evaluation, while the latter may be knowledgeable about curriculum and content, but receive an unsatisfactory final evaluation due to a poor attitude and lack of collaboration with the team. We believe a two-tiered system creates the conditions for good teachers to take risks and be innovative while holding everyone accountable to high professional standards of conduct. The principal or assistant principal will provide a minimum of two informal evaluations and one formal evaluation for each teacher annually. The purpose of informal evaluation is to track growth toward personal goals and provide timely feedback with opportunities to adjust or make needed changes. The formal evaluation will be to track progress and commitment to growth and development, incorporate objective feedback into goal setting, and—ultimately—to determine continued employment at Vista and advancement on the career ladder (see below).

Special Populations

Vista Condor Global Academy is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

By providing highly differentiated and scaffolding supports for each learner, all students will be capable of thriving academically, socially and emotionally at VCGA. The educational program will be appropriate for students of various backgrounds, including students who are academically low achieving, students who are academically high-achieving, English Language Learners, and students with disabilities. As described below, Vista Condor Global Academy will use a variety of assessment tools to identify students who fit into these categories and in turn, will implement a variety of effective strategies to target the unique needs of each child. Through transparent and continuous communication with their families, we will ensure that students' needs are being met in the school community and also supported at home.

After a student has enrolled in Vista Condor Global Academy, baseline assessments will be given to each student. Included in the baseline assessments are the following:

- An enrollment form collected after admission that will ask families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- A baseline Kindergarten Readiness Assessment for all entering Kindergarten students.
- Diagnostic assessments in language arts and mathematics for all students.

The following subsections explain the ways in which Vista Condor Global Academy will identify and address the needs of diverse learners.

Plan for Students Who Are Academically Low-Achieving

Assessment and Identification:

Vista Condor Global Academy will reflect our understanding that we serve a population that traditionally has struggled to bridge the achievement gap and often faces significant challenges to achieve grade-level competency. While students may enroll at significantly below grade level in some, or all, academic areas, it is our responsibility to ensure that each child is properly assessed and supported in rising to his or her potential. We firmly believe that **all** children have the potential to thrive academically given the right conditions for learning. At VCGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VCGA, is to ensure that every child is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support children who are academically low-achieving and might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students will need to succeed.

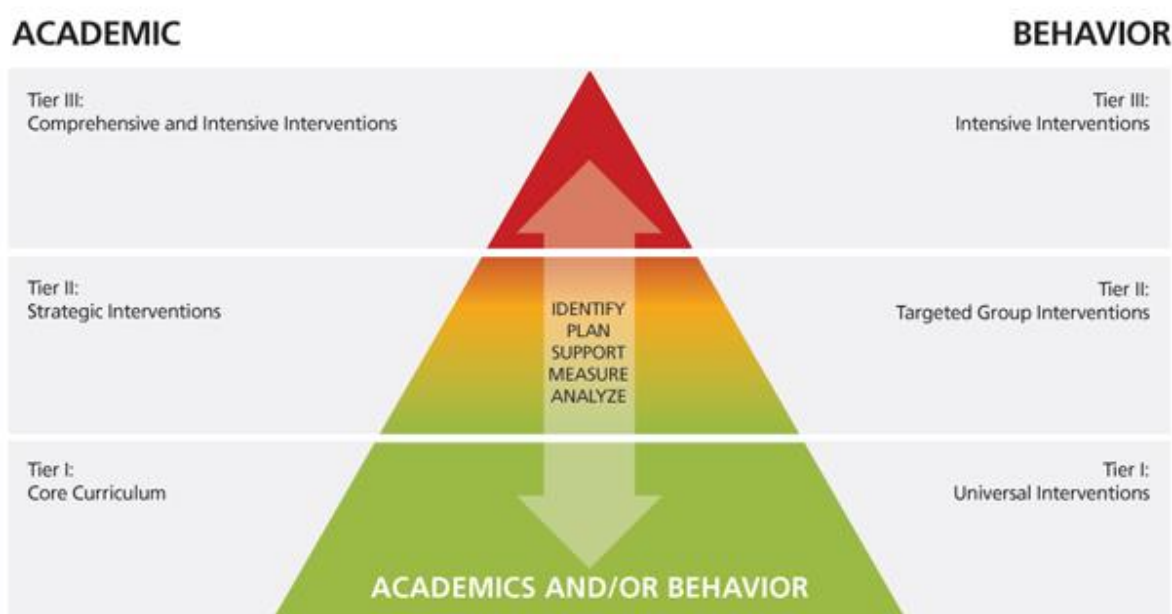
VCGA will enlist a variety of assessment tools to identify students who are academically low achieving. All incoming kindergarten students will take a baseline Kindergarten Readiness Assessment. Additionally, diagnostic assessment in language arts and mathematics will be administered to all students multiple times each year. For language arts, this assessment will include the Fountas and Pinnell Benchmark Assessment System (BAS) differentiated for K--2 and 3--5 grade levels. For mathematics, Engage New York assessments will be used.

Response to Intervention (RTI):

As in all Vista Charter Public Schools, Vista Condor Global Academy will implement a Response to Intervention (RTI) approach to ensure students are monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. The chart below details the RTI Tiers for academic and behavioral interventions.

Chart 4: RTI Tiers for Academic and Behavioral Interventions



Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Reader's and Writer's workshop model
- Close school-to-home communication

- Progress reports
- Differentiation through PBL, Kagan strategies,
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Engage New York Math intervention strategies

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team
- Administration, teacher, student interventions
- Counseling
- Possible referral for an IEP

Parent/Guardian Notification and Involvement

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing or by phone to set up a conference. We see parents as key partners in helping us understand their child and what strategies might best fit the needs of their child. Family members provide rich information about their child’s strengths, needs, and learning styles – which, in turn, shapes the supports the learner receives at school. The personal Learning Plans will enhance parent involvement, as they will have components that allow the parents to be a part of their child’s development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families enables stronger partnerships to support the children.

Supports and Interventions

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at Orange County Academy of Sciences and Arts is designed to accommodate the full range of performance including academically low-achieving students. Specific practices that support academically low-achieving students include the following:

- The hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete

structures that allow all students to engage and be held accountable for their learning in any subject

- Lucy Calkin's Reader's and Writer's daily workshops allow for grouping according to instructional reading and writing levels. Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students are regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Fountas and Pinnell Leveled Literacy Intervention provides targeted and early intervention strategies.
- Leveled reading libraries provide differentiation for low- and high-achieving learners.

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 RTL strategies. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any VCGA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support VCGA students in finding success.

The VCGA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths
5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies

11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow-up, if the problem continues, revisions to the plan will be discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

Progress Monitoring

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will be convened to consider alternative intervention strategies. Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, the workshop model of instruction, Kagan strategies, and Way of Council provide a framework for continual and ongoing observation and assessment. Teachers at VCGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction correspondingly.

Plan for Students Who Are Academically High-Achieving

Identification

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At VCGA, we will be committed to seeking out and identifying our gifted and high-achieving students. Research has indicated that approximately 10% of any given school population is gifted. Starting in kindergarten, students will be identified as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages. Starting in second grade, previously and currently identified students will be tested for giftedness. VCGA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

Parent Notification and Involvement

Just as in the case with our low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles— which informs the supports the learner receives at school. The personal Learning Plans will enhance parent involvement, as they will have components that

involve parents in their child's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support children of all abilities.

Supports

The VCGA workshop model of instruction and focus on student engagement allows daily differentiation. Further, the workshop model affords student choice and autonomy, key factors in serving gifted and high-achieving students. The curriculum and programmatic choices at VCGA provide ample opportunities for high-level thinking and problem solving. Our focus on global outcomes and competencies provide real-life application and a deep sense of relevance that serves gifted learners.

- Readers and Writer's Workshop provides academic freedom and differentiation
- All students starting in the first grade will have access to a Chromebook or similar device and can access leveled libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Project Lead the Way science curriculum is designed to engage learners and provide opportunities for high level-thinking skills through a hands-on experimental approach
- Fourth and fifth grade student Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

Progress Monitoring

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their personal learning plans. The school will also monitor the percentage of identified students and gauge it against the ideal of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

Plan for English Language Learners

Educational Program

Vista Condor Global Academy believes that, for English learners to succeed, they must have a solid foundation in language and literacy. VCGA will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements including the requirements of federal and state law relative to equal access to the curriculum for English language learners. The school will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Given the demographics of SAUSD, we expect to enroll approximately 25% of our student body from homes where English is not the primary language spoken. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners. Our ELD program will meet all applicable federal and state requirements for services to English Learners. Additionally, our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with English Learners.

The adoption of the new California English Language Development Standards has provided an opportunity to further our commitment to providing students with a high-quality program that will enable them to attain proficiency in academic language development while addressing the rigorous California Common Core State Standards. The professional community at Vista Condor Global Academy will make a strong commitment to understanding how CA ELD Standards define the progression of language acquisition through the three stages of proficiency, with the student's native language as an important role in acquiring academic language proficiency. Vista Condor Global Academy will use the CA ELD Standards document and student performance data as a tool to inform our practice, form clear relationships between the academic language development, provide access to content, and understand the student's other language(s).

State and federal law requires that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through the twelfth grade. The California Department of Education (CDE) will transition from the CELDT to the English Language Proficiency Assessments of California (ELPAC) as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. Vista Charter Public Schools

currently uses the CELDT and the information provided below uses the CELDT as the current test. All Vista Charter Public Schools, including VCGA, will adjust and implement the new ELPAC by 2018 with the same degree of attention as with the CELDT. All references in the charter petition to the ELPAC will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Identification

The Home Language Survey administered to all students upon enrollment identifies English Learners (EL). Those students whose primary language at home is other than English (as indicated on the Home Language Survey) and who have not been evaluated at another school, are administered the then-current State English Language Proficiency Assessment within 30 days of enrollment. School will notify parents of the school’s responsibility to conduct such testing and will inform parents testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

- If they qualify as an English Learner as a result of the Assessment they will be tested annually, and their progress is tracked until they are reclassified.
- Students previously identified as EL at another school-- according to cumulative records-- are provided appropriate instructional services according to state and district mandates and the school’s EL Master Plan, and are administered the annual Assessment.
- Students identified as RFEP are monitored according to State and District guidelines, and the school’s EL Master Plan to evaluate and maintain progress.
- Additionally, students previously identified as IFEP are noted and monitored. The school provides outreach services and informs parents with limited English proficiency with important information regarding school matters. To this end, the schools will provide:
 - Translations of parent communications in Spanish
 - Interpreters for meetings
 - Parent workshops on the Charter School’s programs and assessment

Instructional Services

English Learner Advisory Committee (ELAC)

VCGA will have a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services for any school year where we have 21 or more English learners. The ELAC shall be responsible for advising VCGA on programs and services for English learners and on the development of the school’s LEA Plan/Single Plan for Student Achievement (SPSA). It is anticipated that VCGA will have a high percentage of English Language Learners and that the ELAC will be an important part of the charter’s governance and community.

English Learners will receive high-quality instruction in English Language Development (also referred to within our school as Academic Language Development), in all content core subjects to ensure that they acquire English language proficiency and access to the Common Core State Standards

Teachers at Vista Charter Public Schools (Vista Charter Middle School and Vista Heritage Charter Middle School, and Vista Condor Global Academy) will use the following effective research-based strategies and techniques to provide quality, comprehensive, and rigorous standards-based teaching for English Learners:

- Provide clear expectations of big ideas and concepts—clearly state and explain essential grade-level standards in student language. Graphic organizers can be used to teach the standards;
- Make linkages obvious and explicit-- clearly state how key concepts relate to each other and across the curriculum. Use visual displays to teach standards and concepts such as charts, diagrams, and mind mapping;
- Connect to student’s prior knowledge and interest-- ask questions, make comparisons, and relate topic to current and past events;
- Provide scaffolding and support—use verbal and written prompts to remind students of key points, physically assist students, and provide study or note-taking guides;
- Use conspicuous steps and strategies– follow specific procedures to solve problems or use a process. Use mnemonics and explicitly teach students organizational structure of text;
- Review for fluency and generalizations-- provide students many opportunities to practice what they learn (guided and independent), supply feedback on their learning, and offer multiple reviews of concepts and skills;
- The professional development scope and sequence has been realigned to use the CA ELD Standards as a staple of our professional learning design to ultimately:
 - Provide a framework to guide our internal assessment system to ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college- and career-ready;
 - Set clear developmental benchmarks that reflect ELs’ English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;
 - Reflect expectations of what ELs should know and be able to do with the English language in various contexts;
 - Provide teachers with a foundation for delivering rich instruction for ELs so

that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards.

Teachers also guide students in understanding that learning is a life-long process by having them partake in inquiry and project-based learning that helps them organize their own thinking and learning around projects. This process allows students to pose questions or problems, problem solve, make decisions, and investigative activities.

Progress Monitoring

VCPS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and board policies are followed closely to ensure appropriate implementation of English Learner programs. Student progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed annually by school administrators and teachers. Students are expected to show growth annually as measured by the ELPAC (ELPAC). Data from the annual administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. Schools' ELAC committee of teachers and parent representatives meet annually to evaluate the program for English learners.

The staff at Vista Condor Global Academy will monitor student progress in all academic areas. Teachers will provide differentiated instructional techniques and strategies based on analysis of student data to equalize access to the curriculum.

Possible interventions for students who are not making adequate progress toward academic standards include:

- Targeted support during school hours
- Monitor potential RFEP candidates and students who recently reclassified
- Primary language support
- Intervention/intersession supports
- ELPAC Academy during designated ELD time
- Student progress monitoring
- Goal setting /goal monitoring through the Personal Learning Plans

Monitoring Student Progress of English Learners and Reclassified (RFEP) Students

Using progress-tracking tools, teachers measure students' mastery of the ELD standards throughout the year. The ELD data provides targeted outcomes that are analyzed and used for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. The ELPAC will be administered in the spring (Feb – May) to all students and to all incoming students new to U.S. schools throughout the year.

The results are tied directly to instruction through grade-level planning and targeted lesson development.

VCPS schools' expectation is for students who start with us in kindergarten to progress through the levels of proficiency and re-designate as fully English Proficient (RFEP) before they move on to middle school.

Schools are working to address the needs of English Learners in their classrooms. Our schools enlist the following approaches to support our English Learners:

- Use formative assessment to guide instruction,
- Focus on building students' oral and written academic language,
- Validate primary language development while using it to support engaging and relevant curriculum.

For students to have true access to content, our teachers carefully consider the language demands and scaffold their instruction to meet both language and content objectives. Building relationships with students and parents and creating a positive learning environment in which students feel challenged and engaged are also crucial factors in addressing the needs of long-term English learner students (LTELs).

Strategies for English Learner Instruction and Intervention

We validate the primary language development of students still seeking to gain their English language proficiency. Although the class instruction is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Teachers use weekly formative data to provide students with academic support during class on an individual and small group basis. Teachers also facilitate precise partnering to provide opportunities for collaboration that has peers explain ideas and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close readings of a variety of grade-level texts and viewing multimedia.

Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of English Learners with a focus on making academic input comprehensible.

Strategies for effective instruction include:

- Use of realia and manipulatives
- Use visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Use graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for meaningful interactions between students
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary

- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to reduce student anxiety
- Pre-teaching/re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Forming flexible grouping of students
- Instructing in small groups

Reclassification Criteria

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified as fluent English proficient (RFEP) according to the following guidelines:

Reclassification Criteria	
	<ul style="list-style-type: none"> □ Annual ELPAC Scores <i>Overall annual ELPAC score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)</i> □ Teacher Evaluation The ELA teacher evaluates if the student is demonstrating mastery of English language based on a review of: <ul style="list-style-type: none"> ○ Formative assessments ○ Benchmark assessments ○ Observations and anecdotal records □ Report Card Report card grade marks of C or higher in the area of ELA □ CAASPP The student has scored Exceeded, Met, or Nearly Met on the Assessment □ Parent Input

The academic progress of RFEP students is monitored for a minimum of two years, as required by state and federal guidelines. If their progress toward mastery declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency.

Supervision of Instruction

The Principal and/or Assistant Principal will conduct regular classroom observations to ensure the consistent implementation of effective language-based strategies in core content classes.

In addition, the staff at Vista will continuously evaluate EL progress by analyzing ELPAC results, EL assessment data, student work, and classroom observations. Based on our analysis, Vista staff will make necessary changes and adjustments to the EL program to improve the academic success of our EL students.

Professional Development

The leadership team will work closely with an ELD consultant to define the professional development scope and sequence for the year. The focus for each year's professional development plan aims to support the adoption of the new California English Language Development Standards while addressing the rigor of the California Common Core State Standards

Additionally, professional development will raise the professional community's awareness of the reality that all students are learning language in all content areas by focusing on:

- Supports for students that have reclassified
- Teaching to Language Acquisition
- Planning content for the children that are in our classrooms

After building awareness, teachers will be guided through a deep dive and excavation of new ELD Standards to foster:

- Clearly articulated understanding of the new ELD standards as a foundational framework for academic language acquisition.
- Understanding of how this foundational framework for academic language acquisition impacts their planning teaching and student learning.

Further and ongoing professional development will include learning and implementing core practices that foster academic language acquisition. These core practices will be used to define what the professional community at Vista Condor Global Academy thinks, believes, and does to transform the school experience for our English language learners-- such as Kagan collaborative strategies, Way of Council, and the Workshop model of pedagogy.

Special Education

General Assurances

Vista Condor Global Academy recognizes its responsibility to enroll and support students with disabilities who enroll in our school. We pledge to work in cooperation with the Santa Ana Unified School District to ensure that a free and appropriate education is provided to all students with exceptional needs. Vista Condor Global Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, Vista Condor Global Academy will comply with AB 602, Santa Ana Unified School District guidelines, and all California laws pertaining to special education students.

Structure

Vista Condor Global Academy shall initially remain, by default, a public school of Santa Ana Unified School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Vista Condor Global Academy reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. In the event that VCGA is approved by a different authorizer and/or elects to be an LEA member of a SELPA, VCGA will consider and apply for membership in the following SELPA: El Dorado County Charter SELPA. Upon acceptance in the SELPA, VCGA will provide the authorizer evidence of membership and a copy of the MOU between VCGA and the SELPA upon execution. A change in LEA status or SELPA membership shall not require a material revision of this charter. In the event VCGA applies for and is accepted into a SELPA as an LEA member, VCGA would then receive state and federal revenues directly, in accordance with the SELPA's allocation plan, and the description of VCGA's plan for serving students under the IDEA as described herein would be revised accordingly.

VCGA has been provisionally accepted by the El Dorado County Charter SELPA. See acceptance letter in appendix. At this time we intend to operate as an LEA within the Dorado County SELPA, but retain the right operate as an arm of the district for Special Education purposes pursuant to the Ed Code.

Vista Condor Global Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.

Vista Condor Global Academy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Vista Condor Global Academy shall be accessible for all students with disabilities.

Vista Condor Global Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.

Services of Students with Disabilities Under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by Vista Condor Global Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of Vista Condor Global Academy and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize Vista Condor Global Academy’s understanding of the manner in which special education instruction and related services shall be provided by Vista Condor Global Academy and the District.

The following language mirrors the typical “industry standard” arrangement between a school district and a charter school and aligns with State and Federal law that requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and Vista Condor Global Academy as agreed upon in a MOU:**

Vista Condor Global Academy intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”).

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Vista Condor Global Academy will seek services from the District for special education students enrolled in Vista Condor Global Academy in the same manner as is provided to students in other District schools. Vista Condor Global Academy will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services; for responding to record requests and parent complaints; and for maintaining the confidentiality of pupil records. Vista Condor Global Academy will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to

identified pupils. An annual meeting between Vista Condor Global Academy and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that Vista Condor Global Academy and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as Vista Condor Global Academy functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then it would be likely that a Memorandum of Understanding (“MOU”) will be developed between the school and the Santa Ana Unified School District, which shall delineate the respective responsibilities of Vista Condor Global Academy and Santa Ana Unified School District with regard to the funding and delivery of special education and related services.

In accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide VCGA with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. VCGA reserves the right to contract with agencies and vendors outside the authorizer, when appropriate, to secure special education services, including administrative support services.

All students with disabilities will be fully integrated into the programs of VCGA, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending VCGA is properly identified, assessed, and provided with necessary services and supports.

VCGA will meet all the requirements mandated within a student’s Individual Education Plan (IEP).

VCGA will follow the District’s IEP review process including a notice to the District within two school days of an IEP review.

VCGA will comply with Child Find requirements by taking the responsible to find children with disabilities in our area.

Search and Serve

Vista Condor Global Academy shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Vista Condor Global Academy will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall

be referred for special education only after the resources of the regular education program have been considered, and, where appropriate, utilized.

Vista Condor Global Academy will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be screened from already available data (i.e., school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Students

Vista Condor Global Academy shall comply with Education Code Section 56325 with regard to students transferring into the school within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Vista Condor Global Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and Vista Condor Global Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and school shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the school from a District-operated program under the same SELPA of the District within the same academic year, the District and Vista Condor Global Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to Vista Condor Global Academy with an IEP from outside of California during the same academic year, the District and Vista Condor Global Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral for Assessment

Vista Condor Global Academy will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after

the resources of the regular education program have been considered, and where appropriate, utilized.

It is Vista Condor Global Academy's understanding that the District shall provide the school with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Vista Condor Global Academy is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Vista Condor Global Academy from an District school. The District shall have unfettered access to all Vista Condor Global Academy's student records and information in order to serve all of Vista Condor Global Academy's students' special needs.

In the event that Vista Condor Global Academy receives a written parent request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable state and federal law, Vista Condor Global Academy and District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Vista Condor Global Academy will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. Vista Condor Global Academy shall work in collaboration with the District to obtain parent/guardian consent to assess students.

Vista Condor Global Academy shall not conduct special education assessments unless directed by the District.

Development and Implementation of the IEP

Every student who is assessed by the school and deemed eligible for special services will have an IEP that documents assessment results and eligibility determination for special education services.

It is Vista Condor Global Academy's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Vista Condor Global Academy shall be responsible for having the

following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Vista Condor Global Academy:

The parent or guardian of the student for whom the IEP was developed;

The student, if appropriate;

The Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA;

The student's special education teacher, if applicable;

The student's General Education teacher, if the student is, or may be, participating in the general education environment;

Other School representatives who are knowledgeable about the regular education program at Vista Condor Global Academy and/or about the student

It is Vista Condor Global Academy's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide a notice of parental rights.

Vista Condor Global Academy understands that the decisions regarding eligibility, goals and objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Vista Condor Global Academy students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

Vista Condor Global Academy shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. Vista Condor Global Academy shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and the school will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, Vista Condor Global Academy shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP and progress reports quarterly or at least as frequently as progress reports are provided for non-special education

students, whichever is more. Vista Condor Global Academy shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The school shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. Vista Condor Global Academy shall comply with any directive of the District as it relates to the coordination between the school and District for IEP implementation, including, but not limited to, adequate notification of student progress and immediate notification of any considerable discipline of special education students in such matters. The petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Staffing

All special education services at Vista Condor Global Academy will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. Vista Condor Global Academy staff shall participate in all mandatory District in-service training relating to special education.

It is Vista Condor Global Academy's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists, unless the District directs Vista Condor Global Academy that current District practice is for the individual school sites to hire on-site special education staff, or the District and Vista Condor Global Academy agree that Vista Condor Global Academy must hire on-site special education staff. In that instance, Vista Condor Global Academy shall ensure that all special education staff hired are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the school (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Vista Condor Global Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Due Process Hearings

In the event that a parent/guardian files a request for a due process hearing or a request for mediation, the Santa Ana Unified School District and Vista Condor Global Academy shall work together to defend the case, so long as the Charter School operates as a school of the District for special education purposes. In the event that the Santa Ana Unified School District determines that legal representation is needed, Vista Condor Global Academy agrees that it shall be jointly represented by legal counsel of the Santa Ana Unified School District's choosing.

So long as Vista Condor Global Academy operates as a school of the District for special education purposes, Santa Ana Unified School District may initiate a due process hearing or request for mediation with respect to a student enrolled in the school if the authorizer determines such action is legally necessary or advisable. Vista Condor Global Academy agrees to cooperate fully with the District in such a proceeding.

So long as Vista Condor Global Academy operates as a school of the District for purposes of special education, the school understands that the District shall have sole discretion to settle any matter in mediation or due process. For the purposes of special education, the District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Vista Condor Global Academy student necessary to protect its rights.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Vista Condor Global Academy shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. Vista Condor Global Academy shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to Vista Condor Global Academy, and that no student shall be denied admission nor counseled out of Vista Condor Global Academy due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaint Procedures

Parents and guardians have the right to file a complaint with Santa Ana Unified School District and/or California State Department of Education, if they believe that the school has violated federal or state laws or regulations governing special education.

Vista Condor Global Academy shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. Vista Condor Global Academy shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District, unless otherwise directed by the District. Vista Condor Global Academy shall immediately notify the District of any concerns raised by parents. In addition, Vista Condor Global Academy and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with Vista Condor Global Academy' designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Vista Condor Global Academy shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

Vista Condor Global Academy and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and Vista Condor Global Academy shall comply with the District's decision.

Vista Condor Global Academy and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is Vista Condor Global Academy's understanding that the District shall represent Vista Condor Global Academy at all SELPA meetings and report to Vista Condor Global Academy of SELPA activities in the same manner as is reported to all schools within the District.

Funding

Vista Condor Global Academy understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and Vista Condor Global Academy. Vista Condor Global Academy anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at Vista Condor Global Academy' school site in order to provide them with a free appropriate public education. Such

placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in the District Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from Vista Condor Global Academy of the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at Vista Condor Global Academy site.

Contribution to Encroachment

Vista Condor Global Academy shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, Vista Condor Global Academy shall pay to the District a pro rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice Vista Condor Global Academy for the Charter School's pro rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA students (including Charter School students), and multiplied by the total number of Charter School ADA students. The Charter School ADA students shall include all Charter School students, regardless of home district.

Section 504 of the Rehabilitation Act

Vista Condor Global Academy shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Vista Condor Global Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Vista Condor Global Academy. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination

as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The 504 team will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student to assess a specific factor, such as aptitude or achievement level, or whatever factor the test purports to measure, then the test truly gives an accurate account of that factor rather than reflecting the student's impaired sensory, fine or gross motor skills, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE").

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes, and that the teacher or the Principal review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file.

Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

VCGA 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.

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

UNIFORM COMPLAINT PROCEDURES

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

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints regarding "pupil fees," including any fee, deposit or other charge that a pupil or a pupil's parent or guardian are required to pay, or any "fee waiver";
- (2) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any VCGA program or activity; and
- (3) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

LEGAL AND POLICY COMPLIANCE

VCGA shall comply with all applicable federal, state, and local laws and regulations, as it relates to charter schools.

VCGA shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

STUDENT RECORDS

When a student transfers for any reason from VCGA to any other school, VCGA shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event VCGA closes, VCGA shall comply with the student records transfer provisions in Element 16. VCGA shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

LCFF Compliance

Charter School Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan (LCAP)

- In accordance with Education Code Section 47606.5, VCGA shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. VCGA shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The school will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of VCGA's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

Charter School Annual Goals and Actions

Vista Condor Global Academy has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

Vista Condor Global Academy will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- "(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).

The following chart delineates Vista Condor Global Academies' school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated by the charter school, methods for measuring progress, and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., assessments) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, Vista Condor Global Academy will work with the district to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be

considered a “material revision to the charter” as defined in section 47607. Actions intended to ensure that the

Charter School Annual Goals and Actions to Achieve State Priorities

LCFF STATE PRIORITIES						
GOAL #1						
To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Staff verifies teacher credentials, CLAD certifications and ensures live scan is completed and documented in employee’s personnel file. Full-time Office Manager, Chief Business Officer will ensure Live Scans. • We will acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. In addition, the school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc. • Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school. • Maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. • Vista will be purchasing Common Core aligned curricular and instructional materials for grades K-4. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: All core subject teachers will be appropriately assigned and credentialed in the subject areas and for the pupils they are teaching.</p> <p>Metric/Method for Measuring: 100% of teachers will be appropriately credentialed and assigned.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100% of	100%	100%	100%	100%	100%

	teachers properly certified and assigned.	compliant	compliant	compliant	compliant	compliant
All Subgroups	100% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional materials as outlined in the charter petition.

Metric/Method for Measuring: 100% of students will have access to Common Core aligned ELA & Math Curriculum.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.
All Subgroups	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.

Outcome #3: School facilities will be clean, safe, and maintained in good repair.

Metric/Method for Measuring: Ensure facilities are in good repair as documented in annual FIT Report

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing

All Subgroups	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing
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GOAL #2

Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	Related State Priorities:		
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8
Local Priorities:			<input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

PROFESSIONAL DEVELOPMENT

- Provide extensive Professional Development for entire teaching staff and Principal on the following topics:
 - Common Core State Standards ELA/ELD, Math, NGSS
 - Data Analysis
 - Differentiated Instruction
 - Principles of Learning
- Provide learning opportunities for teachers and Principal through Conferences

ENGLISH LANGUAGE DEVELOPMENT: ELL

- Coordinator will administer ELPAC assessments annually for all ELL's
- Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to:
 - Monitor the progress of ELL's and reclassified students
 - Determine specific actions designed to accelerate language acquisition and learning for ELL's
 - Develop annual growth targets for ELL's
- Principal will reclassify students annually based on school's reclassification criteria.

Expected Annual Measurable Outcomes

Outcome #1: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA.

Metric/Method for Measuring: 100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional	100% of teachers will receive Professio	100% of teachers will receive Professio	100% of teachers will receive Professio	100% of teachers will receive Professio

	Frameworks, Math, & NGSS	Development ELA/ELD Frameworks, Math, & NGSS	Development ELA/ELD Frameworks, Math, & NGSS	Development ELA/ELD Frameworks, Math, & NGSS	Development ELA/ELD Frameworks, Math, & NGSS	Development ELA/ELD Frameworks, Math, & NGSS
All Subgroups	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS
<p>Outcome #2: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA.</p> <p>Metric/Method for Measuring: 100% of teachers will receive Professional Development on Research-based strategies.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.
All Subgroups	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.	100% of teachers will receive Professional Development on Research-based strategies.
<p>Outcome #3: EL students will develop skills as tracked through ELPAC (or other available external and internal assessments) each year.</p>						

Metric/Method for Measuring: Will establish growth targets for continuously enrolled ELL's using ELPAC/ELPAC Performance.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	Establish benchmark.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.

Outcome #4: Develop a Plan to meet growth targets (English Proficiency of ELL's)
Metric/Method for Measuring: EL reclassification rate will meet or exceed the District's reclassification rate.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	100% of teachers will receive intensive Common Core training with emphasis on differentiated instructional techniques and serving ELs.	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;

Outcome #5: Increase numbers of scholars who are reclassified English Proficient.
Metric/Method for Measuring: Establish reclassification rate and reclassify at higher rates than surrounding schools.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	100% of teachers will receive intensive Common Core training with emphasis on differentiated instructional techniques and serving ELs.	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;

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GOAL #3

Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.	Related State Priorities:		
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

ASSESSMENTS

- Implement internal reading assessments 5 times/year.
- Administer Benchmark Common Core aligned math assessments
- Administer School-wide writing assessment: 3 times/year.
- Administer Performance Tasks in ELA & Math for Grade 3 and 4 students in preparation for SBAC/CAASPP assessments: 2 times/year.

Expected Annual Measurable Outcomes

Outcome #1: All students, including all subgroups, will meet or exceed growth targets on the CAASPP in the areas of ELA and Math.
Metric/Method for Measuring: Establish growth targets for Benchmark assessments in ELA & Mathematics

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
All Subgroups	Establish benchmark	School-wide and all	School-wide and all	School-wide and all	School-wide and all	School-wide and all

		significant subgroups will meet or exceed targets for growth in ELA and Math.	significant subgroups will meet or exceed targets for growth in ELA and Math.	significant subgroups will meet or exceed targets for growth in ELA and Math.	significant subgroups will meet or exceed targets for growth in ELA and Math.	significant subgroups will meet or exceed targets for growth in ELA and Math.
Outcome #2: All students, including all subgroups, will meet or exceed growth targets on internal assessments in the areas of ELA and Math.						
Metric/Method for Measuring: Establish growth targets for Benchmark assessments in ELA & Mathematics						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
All Subgroups	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
GOAL #4						

Increase resources and services to students, teachers, and parents to provide a sense of safety, increased school connectedness, and increased participation in the school community.	Related State Priorities:		
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- PARENT/TEACHER PARTICIPATION**
- Administer an annual parent and teacher survey to receive input on school model and to increase connectedness to the school community
 - Provide parent workshops and family nights
 - Host school-wide events
- PARENT DECISION-MAKING/INPUT**
- Establish and host School Site Council (SSC) Meetings annually to address the academic support programs to increase ELA & Math student academic achievement.
 - Continue to support parent participation and involvement through parent meetings and frequent communication.
- SCHOOL CLIMATE**
- Administer student survey to receive input on school model and ways to increase connectedness to the school community
 - Host monthly school-wide assemblies to recognize students who exude exemplary behavior.
 - Host annual Parent/student orientation.

Expected Annual Measurable Outcomes

Outcome #1: Provide parents with opportunities for decision-making input in the school's program.
Metric/Method for Measuring: Host SSC meetings annually to address the school's educational program.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year
All Subgroups	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year

Outcome #2: Increase parent participation in school-wide programs/events.
Metric/Method for Measuring: 90% attendance of parents at school conferences.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.
All Subgroups	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.

Outcome #3: Increase parent involvement in on-campus meetings, workshops, activities and input opportunities.

Metric/Method for Measuring: Administer annual parent surveys to obtain feedback/input.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Set a benchmark for percentage of parents who indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.
All Subgroups	Set a benchmark for percentage of parents who indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Increase goal by 5% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.

Outcome #4: Maintain a high ADA rate school-wide and for all statistically significant subgroups. Metric/Method for Measuring: Increase ADA by 1% by 2019-20						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Increase ADA school-wide and for all students by 1%	Increase ADA school-wide and for all students by 1%	Increase ADA school-wide and for all students by 1%	Increase ADA school-wide and for all students by 1%	Increase ADA school-wide and for all students by 1%	Increase ADA school-wide and for all students by 1%
All Subgroups	Increase ADA school-wide and for all statistically significant subgroups by 1%	Increase ADA school-wide and for all statistically significant subgroups by 1%	Increase ADA school-wide and for all statistically significant subgroups by 1%	Increase ADA school-wide and for all statistically significant subgroups by 1%	Increase ADA school-wide and for all statistically significant subgroups by 1%	Increase ADA school-wide and for all statistically significant subgroups by 1%
Outcome #5: Limit chronic absenteeism school-wide including all statistically significant subgroups. Metric/Method for Measuring: Decrease Chronic Absenteeism Rates by 1% by 2018-19.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Chronic absenteeism will 1%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%
All Subgroups	Chronic absenteeism will decrease 1%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%
Outcome #6: Minimize suspension or expulsion school-wide (including all statistically significant subgroups.) Metric/Method for Measuring: Maintain suspension rate below 5%						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
All Subgroups	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
Outcome #7: Minimize suspension or expulsion school-wide (including all statistically significant subgroups.)						

Metric/Method for Measuring: Maintain suspension rates below 5%						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below
All Subgroups	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below	Suspension rates will be 5% or below
Outcome #8: Minimize expulsion school-wide (including all statistically significant subgroups.)						
Metric/Method for Measuring: Maintain expulsion rates below 1%						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below
All Subgroups	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below	Expulsion rates will be 1% or below
Outcome #9: Increase student and teacher engagement in school climate.						
Metric/Method for Measuring: Administer annual teacher and student surveys						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students
All Subgroups	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students

ELEMENT 3: METHODS OF ASSESSMENT

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

Vista Condor Global Academy will implement a comprehensive assessment system to measure progress toward our vision for student success, which will include tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. Below we describe the multiple measures and assessments that will be implemented to gain a holistic understanding of each student's progress toward individual learning goals and grade-level standards.

VCGA's teachers and school leaders will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. School leaders and staff will use this data analysis to address challenges and areas of improvement. All results will be reported to the Board and school community to ensure transparency and accountability.

VCGA will commit strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education. Dialogue with the teacher and Principal will be ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

Our educational philosophy shows an understanding of the commitment and standards that need to be maintained in order for students to achieve academic success. Use of data, along with other aspects of our program including the student portfolio, will help demonstrate to students that they are capable of succeeding. Once a student realizes that he or she is capable of "doing the work," he or she will become confident, insightful, and inspired learners.

VCA will recognize that California has recently transitioned to its new assessment system, the California Assessment of Student Performance and Progress ("CAASPP"), including the Smarter Balanced Assessment Consortium (SBAC) assessments for Mathematics and English Language Arts, which are aligned to the Common Core State

Standards. VCGA has developed an initial plan for student assessment; however, we will continue to participate in these discussions and adjust our assessment plan as necessary to comply with state law.

Assessments

State-Mandated Tests

Vista Condor Global Academy will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public school. Such state-mandated assessments include those under the California Assessment of Student Performance and Progress (CAASPP) assessment system.

Smarter Balanced Assessment (SBAC)

In alignment with the CAASPP, VCGA will administer the SBAC assessments in English Language Arts and mathematics to students in grades two through five in the spring of each year.

California Standards Test

The California Standards Test (CST) for Science will be administered annually to students in grade five.

CA Modified Assessment (CMA) and CA Alternate Performance Assessment (CAPA)

The California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) will be administered to students as necessary. These tests will help monitor progress on grade-level content and skill development, as well as progress in meeting AYP and API goals.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) will be administered to English Learners initially or annually as applicable. VCGA understands that the State is currently transitioning from the ELPAC to the English Language Proficiency Assessments for California (ELPAC) in the 2017--2018 year. Vista Condor Global Academy plans continued discussions with the District and State to fully comply with this transition.

Physical Fitness Test (PFT)

The PFT will be administered to students in grade five annually.

Portfolio Assessments & Student-Led Conferences

In addition to subject-area specific assessments and state-mandated tests, Vista Condor Global Academy will use Portfolio Assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments require students to compile a variety of work products in various subjects throughout the year. The portfolio work products represent a sample of students' accomplishments, academic progress, interests, and reflections. In addition to content, portfolio assessments allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency. They also allow a teacher to understand the student's growth over time versus their performance on a given day.

VCGA will use an online student portfolio for organizing and archiving student achievements from kindergarten to fifth grade. At the end of fifth grade, students will participate in the Fifth Grade Portfolio Defense and will choose work samples from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led conferences will take place twice a year at the end of each semester, and portfolios will be the basis for discussion in each child's conference. Before each conference, students will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Student-led conferences will be scaffolded so they are age-appropriate. For example, a first grade student will follow a specific protocol and practice his or her conference in class to build confidence and communication skills. After sufficient practice, that student will explain his or her portfolio to a family member and teacher with support. In contrast, a fifth grader will lead his or her conference more independently. That student will complete pre-work to develop main points for the conference, practice with peers, and have more flexibility to conduct the conference to meet individual goals. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

Performance-Based Assessments

Performance-based assessments will be used at the end of thematic units of study, providing students with multiple options for demonstrating mastery. Teachers will select and develop authentic, valid goals and content standards for each unit. For each thematic unit, teachers will develop a variety of assessments, and the culminating assessment will be performance-based. Therefore, it will be complex, open-ended, and authentic, and will require students to demonstrate 21st-century learning skills.

Report Cards

Student report cards will summarize student performance, progress, and assessment at the end of each semester. VCGA report cards will be designed to give meaningful feedback to students and capture their progress regularly. They will capture content-

specific mastery, as well as skills and dispositions aligned to the VCGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards will contain numerical scores based on key measurable outcomes. They will also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards will act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students will have an opportunity to comment and reflect on them during their student-led conference.

Multiple Measures

In addition to the assessments listed above, Vista Condor Global Academy teachers will use a variety of assessment measures in their classrooms throughout the year.

Baseline assessments will be used to measure students' skills in English Language arts and mathematics as well as social-emotional competencies. **Formative assessments** will be frequent, and include formal and informal performance-based assessments. These assessments will help students and their teachers understand each child's strengths and areas for growth. This information will be critical for guiding instruction and pacing and to identify students' needs for additional challenges or support. Summative assessments will take place at the end of each unit of study and throughout the semester as needed, and may include one or more of the assessments listed below as well as portfolio submissions, explained above. Please also refer to the table in Element B of this charter for a description of the assessments VCGA will utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

Leveled Reading Assessments: All students will be assessed at the beginning of the year using the Fountas and Pinnell (F&P) Leveled Reading Assessment. The F&P is used to understand each student's current reading level with regard to fluency, word analysis, and comprehension. F&P will be used to group students for guided reading and reader's workshop, and to select appropriate independent reading books. Teachers will conduct running records of student growth with the F&P and assess students as often as necessary (minimum of three times per year) to ensure students are growing consistently, and that teachers are meeting their needs through classroom instruction and activities.

Writing Assessments: A writing sample will be collected and assessed for each student at least three times per year— as a baseline and at the end of each semester. Teachers will use the Lucy Calkins Writing Model to assess student work and provide feedback. Additionally, students will learn to utilize teacher/student created rubrics to analyze their own work and provide feedback on their peers' work.

Mathematics Assessments: Students will take Common Core-aligned assessments that have been developed by the SBAC. Additionally, teachers will use ongoing formative assessments from the adopted math curriculum.

Self and Peer Assessments: Students complete comprehensive self-assessments two times per year toward the end of each Inquiry Arc. This process gives students a chance to reflect on their own progress, and the assessment itself helps cultivate students' ability to be self-aware and reflective. Additionally, students complete peer reviews informally throughout the school year to give valuable feedback to students they have worked with closely.

Family Observation Data: During student-led conferences, which take place twice a year, families will provide observational evidence of student growth. They will discuss their child's academic and personal growth, as observed outside the school day, which will help teachers and students reflect on progress made and work yet to be done.

Vista Condor Global Academy affirms that its methods for measuring student outcomes for the Eight State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Assessment Calendar

Assessment	Beginning	Middle	End	By Trimester	Ongoing
Interim assessments in ELA (3-5)					X
Interim assessment					X

ments in Mathematics (3-5)					
ELA Benchmark				X	
Math Benchmark				X	
School-Wide Writing Assessment	X	X	X		X
Basic Pho	X	X	X		

Skills Test (K-3)					
Diagnostic Reading Assessment	X	X	X		X
Performance/Project Based Tasks				X	
NW EA/MA P	X	X	X		
EL	X	X	X		

Pro gres s Mon itori ng					
Tea cher - crea ted sum mati ve/f orm ativ e ass ess men ts				X	X
Per son al Lea rnin g Pla n					X
ELP			X		

AC					
CA AS PP SB AC Su mm ativ e Ass ess men t			X		

Charter School Annual Goals and actions to Achieve State Priorities

Measurable Goals	LCFF Priority	Assessment Tools	Frequency
Goal #1 To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair	#1 #7	<ul style="list-style-type: none"> • Teacher Credentialing • Interim assessments in ELA • Interim assessments in Mathematics • ELA Benchmark • Math Benchmark • Performance/Project Based Tasks • Norm-referenced assessment (NWEA MAP) 	<ul style="list-style-type: none"> • Upon hiring and annual monitoring • Ongoing • Every trimester • Every trimester • Beginning, Middle, End of year

		<ul style="list-style-type: none"> • Teacher-created formative/summative assessments • ELPAC • SBAC • Parent Surveys 	<ul style="list-style-type: none"> • Ongoing basis • End of year • Ongoing • 2x per year
<p>Goal #2 Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.</p>	#2 #4	<ul style="list-style-type: none"> • ELPAC • EL Progress Monitoring • Teacher Survey 	<ul style="list-style-type: none"> • End of year • Ongoing • 2x per year
<p>Goal #3 Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.</p>	#4 #8	<ul style="list-style-type: none"> • School-Wide Writing Assessment • Basic Phonics Skills Test • Diagnostic Reading Assessment • EL Progress Monitoring • Personal Learning Plan 	<ul style="list-style-type: none"> • Beginning, Middle, End of year • Beginning, Middle, End of year • Ongoing until students RFEP • Ongoing student reflection
<p>Goal #4 Increase resources and services to students, teachers, and parents to provide a sense of safety, increased</p>	#3 #5 #6	<ul style="list-style-type: none"> • Way of Council Formative Assessment • Parent Surveys • Student Surveys 	<ul style="list-style-type: none"> • Ongoing • 2x per year • 2x per year • Trimester

school connectedness, and increased participation in the school community.		<ul style="list-style-type: none"> • Positive Point Percentages 	
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Use and Reporting of Data

Access to information and transparency will be key for all Vista Charter Public Schools and Vista Condor Global Academy. VCGA will have access to a comprehensive Student Information System (SIS) to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home. Recognizing that not all families have internet access at home, VCGA will also send regular paper communication home to families, make phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Superintendent, in collaboration with the District Data Coordinator and all school staff, will be responsible for maintaining the SIS in accordance with the school’s mission and vision.

As part of this inquiry process, teachers and administrators at VCGA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually, and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data will help to inform teachers about student performance and to identify areas of focus for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

School Accountability Report Card (SARC)

Vista Condor Global Academy will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions

- Postsecondary preparation information
- Fiscal and expenditure data

Reporting to Parents

Vista Condor Global Academy will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Additionally, families will have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children bring home from school. Finally, student-led conferences at the end of each semester will provide an opportunity for parent discussion, input, and involvement.

ELEMENT 4: GOVERNANCE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Vista Condor Global Academy operated by Vista Charter Public Schools, a non-profit public benefit corporation. The Board of Directors of Vista Charter Public Schools holds the fiduciary responsibility for the organization and each of the schools it operates.

General Provisions

Vista Condor Global Academy (“VCGA”) will be a directly-funded independent Charter School and will be operated by Vista Charter Public Schools, a California non-profit public benefit corporation, pursuant to California law (“VCPS” or the “Corporation”), upon approval of this charter.

Vista Condor Global Academy will operate autonomously from Santa Ana Unified School District (the District) with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Vista Condor Global Academy. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Vista Condor Global Academy, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Vista Condor Global Academy, as long as the District has complied with all oversight responsibilities required by law.

VCGA shall comply with the Brown Act and the Public Records Act and Government Code 1090 as applicable to charter schools.

All employees and representatives of VCGA, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws and nonprofit integrity standards.

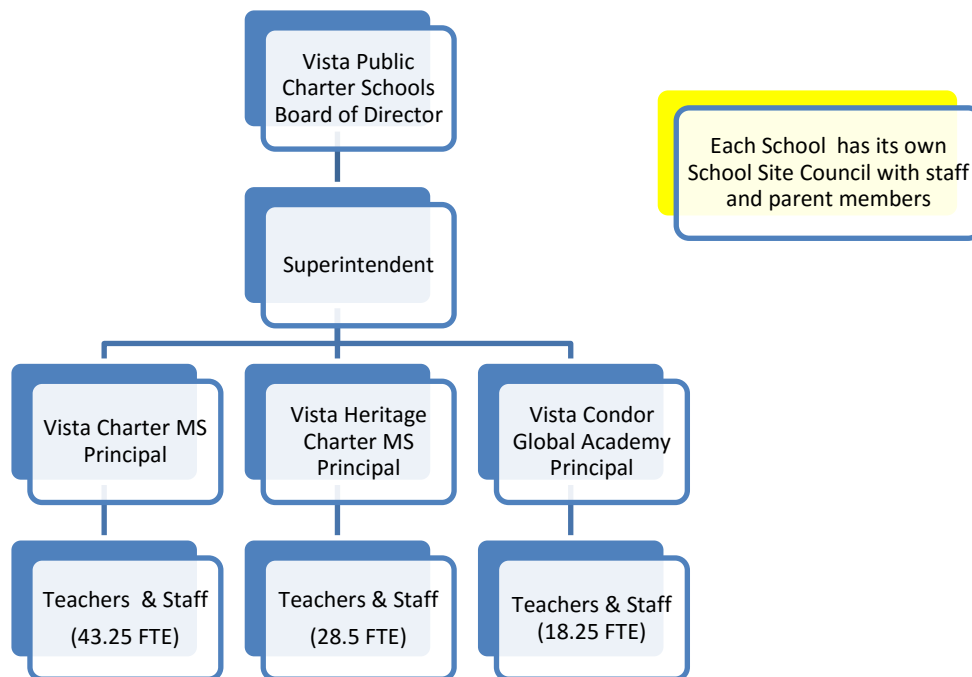
VCGA shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter.

Please refer to the Appendix for Vista Charter Public School’s Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Governance Structure

The organizational chart below depicts Vista Charter Public School’s leadership structure. The following organizational chart shows the relationship among the governing board, central office leadership, school-site leadership, and school-site staff.

Figure 1: Vista Charter Public Schools Organizational Chart



Board of Directors

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

The officers of the board will be a president, a secretary, and a treasurer. The officers will be elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

Board Responsibilities

The Board of Directors ("Board") is fully responsible for the operation and fiscal affairs of Vista Condor Global Academy including, but not limited to, the following:

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

2. **Approving and monitoring School budget and financial resources:** School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, and establishing fiscal controls.
3. **Ensuring an annual financial audit:** The Board hires the school's auditor, reviews and approves the annual audit, and, if necessary, adjusts policies and procedures.
4. **Hearing appeals by parents:** The Board hears appeals by parents on matters of student discipline, including student suspension and expulsions.
5. **Ensuring legal and ethical integrity:** The Board of Directors ensures that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
6. **Fundraising:** The Board of Directors assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
7. **Strategic planning:** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
8. **Selecting, evaluating, and holding school leaders accountable:** The Board of Directors is responsible for selecting and dismissing the Superintendent of the school. The Superintendent oversees the school's administrative team and overall school operations and instructional program.
9. **School Policies:** The Board of Directors is responsible for establishing and delegating the implementation of school policies, including but not limited to: admissions, employment and personnel matters; student discipline; and special education.

Board Composition

The Vista Charter Public Schools Board consists of 5-9 board members. In addition, the District reserves the right to appoint a single representative to the Vista Charter Public Schools governing board pursuant to Education Code section 47604(b). The Board is comprised of community members who, first and foremost, actively support and promote Vista Charter Public Schools and its charter schools, and who are dedicated to its educational outcomes. Board composition and matters of Board governance are determined by the Vista Charter Public Schools Bylaws, included in the Appendix.

Table 8: Vista Charter Public School Board of Directors

Board Member	Position	Term	Professional Expertise
Dr. Jack Bagwell	Board President	Expires June 30, 2019	Elementary education and administration
Judy Molodow	Vice President	Expires June 30, 2020	Special education
Jose Rubio	Secretary	Expires June 30, 2019	K-8 curriculum
Paul Vieyra	Member	Expires June 30, 2018	Real estate, commercial banking
Vacant	Member	Tbd	Tbd

Board Member Selection

Board members shall be selected at an annual meeting of the Board of Directors. Board members shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the board member has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for board members are generally: the ability to attend Board meetings, a willingness to actively support and promote Vista Charter Public Schools, and a dedication to its educational goals. Board members must also bring a desired strength to the board which the Board of Directors may identify.

Board Procedures and Operations

Board meetings shall be alternated between the charter schools to ensure community, stakeholder and parent participation and attendance at the meetings. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board will set its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates will be posted on the school's website, as well as in the school's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar.

As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.
3. The agenda is posted at least 72 hours prior to any regular board meeting at the school site (in locations where it is visible to parents, visitors, students, and staff), and on the school's web site.
4. An e-mail with the agenda and all pertinent attachments is sent to all Vista Board Members and all VCGA employees. Hard copies of the agenda and meeting materials will be made available at the meeting location.
5. The specific procedure for calling a Special Board meeting is outlined in Vista Charter Public School's Bylaws, and is in compliance with the Brown Act.

Board Decision Making Process

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.) Board members may take action by voting yes, no, or abstaining from voting.

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

Board Professional Development

Board members will receive training during the board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard

- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

Key Staff and Committees

Superintendent

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

Principal

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

Technology Committee

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

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

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

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

Grade Level Facilitator Committee

Responsibilities of the GLF include but are not limited to the following:

- Monitor & Evaluate the instructional program
- Review student achievement data
- Ensure implementation of Common Core Standards
- Review and update the school wide discipline plan
- Set Professional Development Calendar based on needs
- Promote positive school culture
- Awards assemblies
- Coordinate field trips

Parent Involvement in Governance

VCGA believes that parent involvement translates into increased student achievement. VCGA encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice are essential and are ensured in the following ways:

School Site Council

The School Site Council (SSC) consists of parents, community members, teachers and the Principal. VCGA's SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns. The Principal will be responsible for submitting the minutes of each School Site Council meeting to the VCPS Board. All SSC members, along with all employees and community members, are encouraged to attend and voice their desires and opinions at the school's governing board meetings.

School Site Council teacher representatives are selected by the teaching staff on an annual basis. The classified representative and the parent representatives are selected on an annual basis by their respective groups.

School Site Council meetings are scheduled in advance for the entire year, and will be held monthly.

Parent Meetings

School-parent meetings are held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have monthly standing Coffee with the Principal meetings and, at times, will hold additional meeting, if necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed or as requested by parents. Parents are encouraged to serve on the School Site Council. Parents are consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

Workshops

The school will provide parent workshops and education classes, in English and Spanish. The content of these workshops will be designed to assist parents in the educational development of their children. We believe that these workshops will help parents feel connected to the school community. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

- English as a Second Language
- Monitoring The Use of the Internet by your Child
- Child Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

Surveys

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

Volunteer Opportunities

No parent or guardian of a VCGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VCGA. Parents, however, will be provided many opportunities for volunteering at VCGA, if they choose to do so. Parents will be welcomed if they wish to provide service to the school in areas that will enhance

the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, clerical support, and supervision of student field trips, supporting and organizing parent meetings. Parents determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths, and free time.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

General Assurances

VCGA shall ensure that all credentials are equal to those required by the district as applicable by required by law for Core and College prep courses.

VCGA shall ensure that all teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA.

VCGA shall ensure no discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law

VCGA shall ensure that the Charter is a School of Choice and no employee will be forced to work there.

VCGA shall ensure that it will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

VCGA shall ensure that it will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

VCGA shall ensure that it will comply with all State and federal mandates and legal guidelines relative to ESSA.

Equal Employment Opportunity

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

ESSA and Credentialing Requirements

Vista Charter Public Schools shall adhere to all requirements of the Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. Vista Condor Global Academy shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. VCGA shall maintain current copies of all teacher credentials and make them readily available for inspection.

Staffing Plan

The following table outlines Vista Condor’s staffing plan over its first five years of operation.

Staff (in FTE)	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
Teachers	11.00	14.00	17.00	20.00	20.00
Certificated Administrators	1.76	1.73	1.75	1.85	1.85
Other Certificated (Psych)	0.50	0.45	0.45	0.50	0.50
Teacher Assistants	2.25	4.50	6.75	6.75	6.75
Maintenance	2.50	2.50	2.50	2.50	2.50
Office Staff	1.50	1.45	1.45	1.50	1.50
Supervision Aides	2.25	4.50	6.75	6.75	6.75
Total FTE's	21.76	29.13	36.65	39.85	39.85
Enrollment	225	300	375	450	450.00

Staff Member Selection

Vista Condor Global Academy shall select its own staff. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age or disability. VCGA shall comply with all state and federal laws regarding background checks and clearance of all personnel.

Staff Recruitment and Selection

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. A committee will conduct interviews of teacher candidates and arrive at a consensus to forward to the Principal. All instruction staff will ultimately be hired by the Principal based on recommendations from the committee. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from VCGA of the job offer. VCGA will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual agreement. The Superintendent will have final approval over all hiring.

VCGA will not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, politics, sex, sexual orientation, age, disability, or other federally protected classes.

When there is a vacancy in the instruction staff, an ad hoc committee will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Principal’s approval on all hiring recommendations

VCGA will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. VCGA will also require all employees to furnish before the start of employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

VCGA will maintain these records for each employee pursuant to Educational Code Section 44237 and other applicable law.

Job Descriptions: Key Staff

Superintendent

The Superintendent’s primary responsibility is the strategic development, implementation, and management of all aspects of school performance and operations,

including the administration of the school. The Superintendent will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community organizations.

Responsibilities

Leadership and Human Resources

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

External Responsibilities

- Budget development and school finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (District, Personnel, Special Education, Insurance, etc..)
- Facilities maintenance
- Charter advocacy & policy legislation
- PR-Media
- Payroll oversight
- Work with local media to create a strong, positive local presence

Strategic Planning

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

Qualifications

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse group of stakeholders.

- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem solving ability, to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision making process

Principal

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

Staff Leadership & Development

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

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

Academic Rigor

- The principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback, and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

- The principal will work to build and maintain a strong, positive, results-oriented

school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.

- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed, based on the clear vision of the desired culture for the school.
- The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications

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

Classroom Teachers

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

Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess a current California teaching credential

Skills

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

Office Manager

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

Qualifications

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

Office Assistants

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

Qualifications

- Possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills are strongly preferred

Skills:

- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient, and willing to learn.

Supervision Employees

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

Job Duties

- Maintain acceptable standards of behavior among students
- Maintain poise, exercise tact and good judgment
- Encourage students in games and activities
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow school policies and procedures
- Work indoors and outdoors.
- Understand and follow oral and written directions

Paraprofessionals

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

Qualifications

- Meet the requirements of the ESSA (AA degree)

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

ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Health, Safety, and Emergency Plan

Vista Condor Global Academy shall have a comprehensive site-specific health, safety and emergency plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. The Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. VCGA shall ensure that all staff members receive annual training on VCGA's health, safety, and emergency procedures, including but not limited to training on child abuse and blood borne pathogen awareness and reporting, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Emergency Preparedness

The school's safety plan shall address, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The school will adopt a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

Vista Condor Global Academy shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law:

1. All employees of Vista Condor Global Academy,
2. Any employees of vendors or independent contractors providing school-site services who may have contact with students, and
3. All volunteers who will be performing services that are not under the direct supervision of a Charter School employee.

Vista Condor Global Academy shall maintain on file and available for inspection evidence that:

1. The School has performed criminal background checks and cleared for

employment all employees prior to employment, and

2. The School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students.

Vista Condor Global Academy 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.

Additional Procedures and Assurances for Background Checks

- VCGA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel
- VSGA will comply with all State and federal laws concerning the maintenance and disclosure of employee records.
- VCGA will conduct criminal background check for employees and contractors as required by Ed. Code 44237 and 45125.1.
- VCGA will ensure non-credentialed staff submit two sets of fingerprints to the California Department of Justice
- VCGA will name staff responsible for monitoring compliance and quarterly Board reports
- The Board President shall monitor the fingerprinting and background clearance of the Superintendent
- Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering

Immunization and Health Screening Requirements

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

Vista Condor Global Academy 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. Vista Condor Global Academy shall maintain immunization records on file.

Medication in School

Vista Condor Global Academy will adhere to Education Code Section 49423 and any attendant regulations regarding administration of medication in school, including all applicable laws and regulations as they pertain to the administration of epinephrine auto-injectors. VCGA has developed a comprehensive set of policies and procedures to ensure compliance with these laws and regulations.

Role of Staff as Mandated Child Abuse Reporters:

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Staff will undergo all training required by law as necessary to ensure full compliance with the laws and regulations governing mandated reporters.

Tuberculosis Risk Assessment and Examination

Faculty, staff and regular volunteers will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and every four years as required by Education Code Section 49406 and any attendant regulations.

Safe Place to Learn Act

Vista Condor Global Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Vista Charter Public Schools', including Vista Condor Global Academy's Custodian of Records, per California Department of Justice for employee clearances, is the Superintendent.

Drug Free, Alcohol Free, Smoke/Vapor Free Environment

Vista Condor Global Academy shall function as a drug, alcohol, vapor and tobacco free workplace.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis as applicable to EC Section 49450, et seq., as applicable to the grade levels served by the school.

Blood-borne Pathogens

VCGA shall meet all state and federal standards regarding blood-borne pathogens. The Board shall establish a written infectious control plan (including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV")).

Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis as applicable to EC Section 49450 et seq., as applicable to the grade levels served by the school.

Facility Safety

VCGA will comply with Education Code Section 47610 regarding the safety of its facilities. Sprinkler systems, fire extinguishers, and fire alarms will be tested annually and maintained properly. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities). The school shall obtain a Certificate of Occupancy prior to the beginning of the school year, and shall schedule regular fire inspections as required by law.

Health and Wellness of Students

Improving student nutrition is one of the primary goals of VCGA. VCGA aims to achieve

this through USDA's core child nutrition programs: 1) The National School Lunch Program, 2) The School Breakfast Program, and 3) The Summer Food Service Program.

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

Vista Condor Global Academy will develop and implement a school wellness policy per the requirements of the Healthy, Hunger-Free Kids Act of 2010. The HHFKA requires that the local school wellness policy, at a minimum, include:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available on school campus during the school day.
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy.
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public.
- Public notification informing and updating them (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy.
- Local designation must include one or more local education agency officials or school officials to ensure that each school complies with the local school wellness policies.⁷

⁷ <http://www.cde.ca.gov/ls/nu/po/ceflocalwell.asp>

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Outreach Efforts to Reach Racial and Ethnic Balance

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

Vista Condor Global Academy will notify parents and students in the community through the following methods:

1. Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).
4. Vista Condor Global Academy will participate in presentations at local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). VCGA will only participate if invited by the local elementary school to attend the parent meeting.
5. Vista Condor Global Academy's web site will contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach will be done in both English and Spanish

Racial and Ethnic Balance

Because of Vista Condor Global Academy's comprehensive effort to reach a large number of groups representing diverse populations that exist in Santa Ana, we believe the result will be a racial and ethnic balance that is reflective of the district/the area we serve. VCGA will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. We will also keep documentation of the efforts the school has made to achieve racial and ethnic balance on file.

ELEMENT 8: ADMISSIONS

Governing Law: VCGA will be an open enrollment, tuition-free, public school, with no specific requirements for admission. VCGA will adhere to all state and federal laws regarding the minimum age of students. Education Code Section 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

Vista Condor Global Academy 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. VCGA shall provide specific information in its outreach materials, website, at community meetings, and other open fora that notifies parents that the school is open to enroll and provide services for all students.

Non-discrimination

Vista Condor Global Academy 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. VCGA 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.

VCGA 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.

Enrollment Process Admission Requirements

Vista Condor Global Academy will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There will be no admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the school are requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance will not impact their student's admission. The principal will work to assure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

Student Recruitment

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

- Students will be recruited from within the boundaries of Santa Ana where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools with the consent of that school's administration. The flyers will include enrollment period and lottery information (location, date, time).
- VCGA will participate in presentations to local elementary schools with the approval of the local school administration. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
- There will be no qualifications required for admission to VCGA and all students will be encouraged to apply.

Admissions Preference

Admissions preference shall first be extended to pupils currently attending the charter school and pupils who reside in the Santa Ana Unified School District except as provided for in Education Code section 47614.5.

Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. As such, VCGA proposes to extend an additional admissions preference to siblings of already enrolled students, which preference shall only be extended after the first two preferences noted above are extended.

Implementation of a Public Random Drawing

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing.

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

This lottery will determine enrollment for the impacted grade level(s), with the exception of existing students of Vista Heritage Charter School, who are guaranteed enrollment in the following school year.

The random public drawing shall be conducted as follows:

Kindergarten lottery will be conducted first, following the preferences listed above. In grades 1 through 5, if space is available, these spaces will be filled through the lottery following the preferences listed above.

Enrollment requests for each grade level are kept separate. If the number of space requests in each grade level does not exceed the grade's capacity, all students applying for enrollment in that grade will be eligible for enrollment. When a grade level requests exceeds the grade's remaining available seats, then the lottery's random drawing process will be used until capacity is reached. A student whose space request is drawn will be listed by the number drawn, and shall be considered an eligible student for enrollment. The parents will be notified through a phone call and letter from the school office. Once parents are notified, they will have two days to decide if they want to enroll or withdraw from the school.

After all grade levels have reached capacity, a waitlist will be established based on the order of the space requests picked during the lottery. This list will be kept in the main office, and will be available for the public to view during the entire school year. following the lottery.

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

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

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

Waitlists will be maintained for the current enrollment year only. Waitlists will not carry over to the following year and those applicants on the waitlist must re-apply the following year.

Any enrollment forms received after the open-application deadline shall be date and

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

Once placed on a waitlist, a student will remain on the list until one of the following occurs:

1. The student is accepted into the charter school as space becomes available and enrolls in the charter school.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the current school year.

When a space becomes available in a grade level, the space will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.

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

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

1. Accept the available space within 2 business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available space and remove the student from the wait-list.

If the space is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has five (5) more days to return a completed enrollment packet and schedule a parent orientation or the space will be forfeited. If the space is not accepted or the space is forfeited, the space will be offered to the next name on the list and the above procedure will continue until either the space is filled or the wait-list is exhausted.

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

Vista Condor Global Academy will retain the following documentation of the lottery, admission, and enrollment process and procedures, including:

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

The following table provides the annual timeline of enrollment activities:

Table 9: Annual Timeline of Enrollment Activities

Annual Timeline	Activities
December 1 – March 15	Open enrollment period. Application forms available online at the VCGA website, in the school's main office, at parent information sessions, and community events.
January – February	Parent information sessions held.
March 15	Application forms for the following school year due to VCGA main office.
April	Public random drawing (if necessary based on number of applications for each grade level received).
May	Admission notification and enrollment packets distributed to parents who have been selected to attend VCGA in the public random drawing.
June	Complete enrollment packets due to the main office.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 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.

Annual Audit Procedures

In accordance with California charter law, an independent financial audit will be conducted at Vista Condor Global Academy annually. Vista Condor Global Academy will retain the services of an independent auditor/CPA from the list of State Controller's list of approved auditors who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The Superintendent, in collaboration with the Vista Charter Public Schools' Board of Directors will be responsible for contracting, working with, and overseeing the independent financial audit, which will be reported to the Vista Charter Public Schools' Board.

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

The Superintendent will review any audit exceptions or deficiencies and report to the Vista Charter Public Schools Board of Directors with recommendations on how to resolve them.

School Budgets and Financial Reports

1. The school's provisional budget will be developed in the spring prior to the next school year.
2. The final budget will be developed in June prior to the following school year.
3. First Interim Projections will be finalized in November of each year.
4. Second Interim projections will be finalized in February of each year.
5. Unaudited Actuals will be finalized in July following the end of the fiscal year.
6. Audited Actuals will be finalized in December following the end of the fiscal year and submitted to appropriate agencies.
7. Other report as they may be requested by the District.

ELEMENT 10: SUSPENSION & EXPULSION

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

General Provisions

Vista Condor Global Academy shall provide due process for all students pursuant to the requirements of Ed. Code section 48900 et seq. should suspension or expulsion be used as a disciplinary procedure. This due process shall include but is not limited to 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.

VCGA 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.

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

VCGA 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.

While VCGA understands that suspension and expulsion may be necessary under certain circumstances, VCGA firmly believes that its comprehensive Discipline Foundation Policy described below shall be utilized in order to avoid suspension or expulsion, if possible.

General Assurances on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline Foundation Policy

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

At VCGA we believe that high, clearly defined, and consistent expectations will support students' self-confidence and that their efforts will lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VCGA takes a proactive school-wide approach to behavior management. As a Character Counts school, Vista Condor Global Academy focuses on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars apply to most behavioral situations and are shared with students and families. The Six Pillars of Character are proactively taught, and are consistently reinforced throughout the school.

VCGA's discipline policy combined with the Six Pillars of Character are practices aligned with the district's Discipline Foundation Policy, requiring every school in the district to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

Discipline Policies

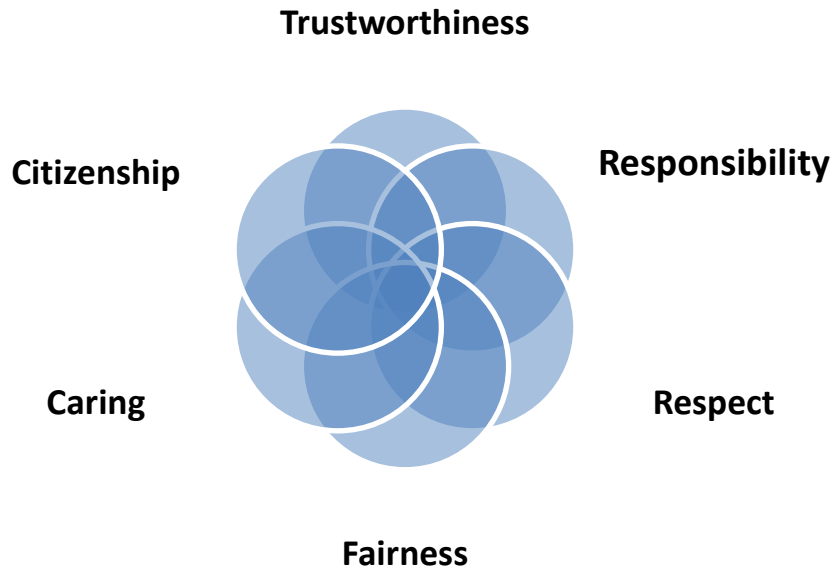
VCGA's discipline policy is printed in the school's student handbook. The discipline policy is communicated to all stakeholders through distribution of the student handbook, during the student orientation days as well as during enrollment. The parent/student handbook has been developed in a collaborative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

Notification of Policies

The school's office manager shall ensure that pupils and their parents/guardians are provided with the Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and

procedures for pupil conduct and discipline. The Student/Parent Handbook will be provided again to all students every school year, posted on the School's website, and shall also be available upon request in the main office of the school.

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



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

What is character?

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

VCGA's School-wide Discipline Plan

“Do what is right, not what is easy.”

Philosophical Foundation

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

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students will build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Right Tickets

Tickets rewarded for doing what is right. Students are going above and beyond to encompass the six pillars of character.

- Students will earn Right Tickets for the following positive behaviors:
 - Random acts of kindness
 - Random act of service
 - Following routines/instructions without adult prompts
 - Organized materials
 - Consistent homework
 - Outstanding or improved test scores
 - Proper use of courtesy
 - Self-monitored to improve behavior
 - Took initiative to improve academics
 - Positive attitude/positive role model to peers
 - Consistent participation in class

Examples of positive praise that could earn a Right Ticket:

"I noticed..."

- that you did all of your homework this week."
 - that your materials are organized."
 - that you motivated your neighbor to participate in the group project."
 - that you raised your hand more this week."
-
- Google Docs will be used to track positive behavior.
 - Students will earn 1 Right Ticket per random act or behavior.

Right Ticket Reward System

*calculated per year, rolls over at the semester

*On the LAST FRIDAY of every month, students can redeem tickets for rewards in the office during Advisory.

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

Responsive School-wide Interventions: Easy Tickets

The following intervention system will apply while on school premises, school buses, or any other school property, during school activities at or away from school, or off the school grounds if the situation is initiated at school. Students shall be given due process before a disciplinary action is taken. Any student conduct that would constitute criminal conduct under the California Education Code is also a violation of VCGA's - Code of Conduct. The system also applies to any form of student misconduct directed at an employee, at any place, at any time.

Easy Tickets: Tickets given for doing what is easy. Students are not following the six pillars of character and have committed a minor offense (listed in table below).

Easy Tickets will be tracked on Google Docs.If a student receives a 4th Easy Ticket in one class period, they will be sent to the office with a Referral and office will contact parent.

M = Materials -Unprepared, lacking necessary supplies/materials	F = Food -Eating, drinking (not water), gum
--	--

D = Disruption -Disruptive noise making -Talking out of turn -Calling Out	L = Lacking respect -Nonverbal Attitude -Teasing -Talking back
-Complaining -Phone/Electronic out in class	-Poor word choice
T = Tardy -After 3 tardies per class, student will receive an Easy Ticket	U = Uniform -Correct shirt (office has loaners) -Hood/Hat on in class/at school -Correct pants (Black bottoms, Call parents) -Correct sweater (take from student)

Easy Ticket Intervention System (in class)

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

Interventions

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

Easy Ticket Consequence System

*restarts every semester

#Easy Tickets	Consequence
5	Nutrition Detention
10	Lunch Detention and Parent Phone Conference
15	Nutrition and Lunch Detention and Parent In- Person Conference
20	Nutrition and Lunch Detention and Individual Behavior Plan
25	In-school Suspension (different grade)
30	Administration and Teacher(s) will determine appropriate consequence. These may include: not being able to attend field trips, dances, school events

Major Offenses

Student is immediately sent to the Office with a Referral and Office will contact parent and handle situation appropriately. Major Offenses include:

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

Major Offense School-wide Consequence System (in office)

- Detention during Nutrition/Lunch in the office
- Individual Contracts - Behavior and Academic
- Group Mentoring Session with Counselor - when conflict is with 3 or more students
- Parent Shadow
- Parent Phone Call / Parent Conference

***Note:** If a student has too many Easy Tickets or Major Offenses, then each grade-level team will decide appropriate consequences. These may include missing out on field

trips, grade-level events, or school-wide events.

Teacher / Administration Behavior Management Goals

- **Administration:** Once a month, administration should review Google Docs to see patterns in student behavior and take necessary precautions/actions. Administration will also provide feedback when applicable.
- **Teachers' Right Ticket Goal:** approximately 25 tickets/week → 100 tickets/month. This is about 2 tickets per one hour class period

Grounds for Suspension and Expulsion of Students

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. VCGA takes a positive proactive school-wide approach to behavior management as described in the school's Discipline Foundation Policy in order to ensure a positive school culture. When a student's actions violate the school's values there are consequences aligned to the offense.

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

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

The information below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrator's discretion.

Must Recommend Expulsion (non-discretionary)

Education Code (EC) 48915(c). Act must be committed at school or school activity.

- a. Possessing a firearm when a district employee verified the firearm possession.
- b. Selling or otherwise furnishing a firearm.
- c. Brandishing a knife at another person.
- d. Unlawfully selling a controlled substance listed in Health and Safety Code

Section 11053 et. seq.

- e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
- f. Possession of an explosive.

Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

Act must be committed at school or school activity:

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

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

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

May Recommend for Expulsion (Discretionary)

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

- a. Inflicted physical injury
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)
- d. Sold look-alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity

- j. Possessed or sold drug paraphernalia
- k. Disrupted or defied school staff
- l. Received stolen property
- m. Possessed imitation firearm
- n. Committed sexual harassment
- o. Harassed, threatened or intimidated a student witness
- p. Sold prescription drug Soma
- q. Committed hazing
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s. Participating in the act of hate Violence and Terroristic Threats

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

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

May be Recommended for Suspension

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon another person
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stolen or attempted to steal school property or private property
8. Possessed or used tobacco, or any products containing tobacco or nicotine products
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel
12. Knowingly received stolen school property or private property
13. Possessed an imitation firearm

14. Committed or attempted to commit a sexual assault or committed a sexual battery
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding

IN-SCHOOL SUSPENSION

1. Pursuant to E.C. Section 48911.2, school districts may establish an in-school suspension program as an alternative to off-campus suspension. The intent is to encourage schools to examine alternatives to off-campus suspension that lead to resolution of student misconduct without sending students off campus.
2. In-school suspension allows school districts to:
 - a. Remove the disruptive student from general student body.
 - b. Consider student as being present for ADA purposes.
 - c. Reduce the number of out-of-school suspensions.

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

Guidelines for Supervised Suspension Classroom

- At the time a student is assigned to a supervised suspension classroom, the school principal shall notify, in person or by phone, the student's parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- A Student who is serving an in-school suspension will be provided with appropriate counseling services for the day.
- Students with disabilities shall be provided with supports and services as described in their IEP.

SUSPENSION PROCEDURES

Authority to Suspend

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

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

In an emergency situation, a conference may be omitted, if there is a clear and present danger to the lives, safety, or health of students or Charter School personnel.

Suspension Notification

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

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.
- The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on if (1) the pupil's presence will be disruptive to the education process, or (2) the pupil poses a threat or danger to others.

Suspension Appeal Process

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

- To initiate an appeal, the student or parent or guardian must contact the Superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension.
- The Superintendent who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Superintendent may make one of the following decisions regarding the suspension:
 - Uphold the suspension
 - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be discarded.
 - The Superintendent will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision.
 - A copy of the decision will also be given to the school principal.

Authority to Expel

A pupil may be expelled by the Expulsion Panel which consists of the site administrator, Superintendent and the board president, following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

Expulsion Procedures

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

1. The pupil's presence will be disruptive to the education process
2. The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

The expulsion hearing will be presided over by the Expulsion panel and the outcome will be reported to the Board of Directors.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the disciplinary rules, which relate to the alleged violation.
4. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
5. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness' use and breaks during the hearing, provide testimony during school hours.
- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded
- Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.)

Recording of Hearing

A record of the hearing shall be made and kept in the school's main office. Records will be available for the student and parents/guardians of the student in question. The recording will be by digital audio.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by evidence that the pupil committed the 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 which the expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

Notification of Expulsion

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

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
3. Notice of the pupil or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with Vista Condor Global Academy.
4. Effective date of the expulsion.
5. Date the student will be reviewed for readmission.

Expulsion Appeal Process

To initiate an appeal, parent or guardian must contact the Superintendent in writing within fifteen (15) calendar days of the date of the expulsion.

The Superintendent will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. The Superintendent will then present the case as well as facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel (The entire board of directors) that does not consist of any original expulsion panel members.

Based on the information submitted or requested, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion:

Uphold the expulsion

Determine that the expulsion was not within the school's guidelines, overturn the

expulsion, and order that all records and documents regarding the disciplinary proceeding be discarded. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Superintendent will contact the family and mail a copy of the decision to the student and/or parent or guardian within five (5) calendar days of the issuing the decision. A copy of the decision will also be given to the school principal. The principal will immediately work with the family to bring the student back to school no later than five (5) calendar days after the family is contacted.

Prior to the recommendation to suspend or expel a pupil, the Superintendent or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

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

If a student is under an expulsion order from another school district (LEA), all information must be provided to VCGA for review. VCGA's Superintendent will determine if enrollment will be granted.

Rehabilitation Plans

Pupils who are expelled from VCGA shall be given a rehabilitation plan upon expulsion as developed by Vista Charter Public 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 VCGA for readmission. VCGA shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Vista Charter Public Schools' Board of Directors 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, Vista Charter Public School's Board of Directors shall readmit the pupil, unless Vista Charter Public 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

Vista Charter Public Schools' Board of Directors shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vista Condor Global Academy is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Suspension or Expulsion of Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, VCGA will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, VCGA Site Coordinator, Director of Education or Administration will convene a manifestation determination meeting to determine if the student's misconduct was caused by, or directly and substantially related to the student's disability and was the misconduct a direct result of the school's failure to implement the 504 Plan or IEP. VCGA shall also notify its SELPA of the proceedings.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, VCGA, the parent, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship

to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If VCGA, the parent, and relevant members of the IEP team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If VCGA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that VCGA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and VCGA agree to a change of placement as part of the modification of the behavioral intervention plan.

If VCGA, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then VCGA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or VCGA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or VCGA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and VCGA agree otherwise.

Special Circumstances

VCGA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Site Coordinator or Director of Education or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated VCGA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if VCGA had knowledge that the student was disabled before the behavior occurred.

VCGA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to VCGA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other VCGA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other VCGA supervisory personnel.

If VCGA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If VCGA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. VCGA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by

VCGA pending the results of the evaluation.

VCGA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the District

Upon expelling any student, Vista Condor Global Academy shall notify the Santa Ana Unified School District as soon as practicable, which shall contain:

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that VCGA'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.

Outcome Data

Vista Condor Global Academy 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. Outcome data will include:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Gun Free Schools Act

Vista Condor Global Academy shall comply with the federal Gun Free Schools Act.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All Vista Condor Global Academy Employees will have access to appropriate retirement plans as outlined below. The Superintendent of Vista Public Charter Schools will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

Classified Staff

All classified staff at VCGA will participate in the federal Social Security system, as well as in the PERS (Public Employees Retirement System). VCGA will continue to contribute to these retirement systems for the duration of the charter petition.

Certificated Staff

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

VCGA reserves the right to offer employees voluntary 403b or 457 retirement plans.

ELEMENT 12: ATTENDANCE ALTERNATIVES

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

No student may be required to Vista Condor Global Academy. Students who reside within the District who choose not to attend Vista Condor Global Academy may attend another school within the District or a school within another school district according to the District's intra-and inter-District policies.

Parents and guardians of each student enrolled in Vista Condor Global Academy will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Vista Condor Global Academy, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

No public school District employee shall be required to work at Vista Condor Global Academy. Employees of the District who choose to leave the employment of the District to work at Vista Condor Global Academy will have no automatic rights of return to the District after employment by Vista Condor Global Academy, unless specifically granted by the District through a leave of absence or other agreement.

Vista Condor Global Academy employees shall have any right upon leaving the District to work in Vista Condor Global Academy that the District may specify, any rights of return to employment in a school district after employment in Vista Condor Global Academy that the District may specify, and any other rights upon leaving employment to work in Vista Condor Global Academy that the District determines to be reasonable and not in conflict with any law.

All employees of Vista Condor Global Academy will be considered the exclusive employees of **Vista Charter Public Schools** and not of the District, unless otherwise mutually agreed upon in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Vista Condor Global Academy. Employment by Vista Condor Global Academy provides no rights of employment at any other entity, including any rights in the case of closure of Vista Condor Global Academy. Charter school employees will not be represented under District representation; however, they may choose to organize and join a union pursuant to California law.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The staff and governing board members of Vista Charter Public Schools agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Vista Condor Global Academy, 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 VCGA 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., 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.
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. 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, 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 Notification to Vista Condor Global Academy and the Santa Ana Unified School District shall be addressed respectively as follows:

Vista Charter Public Schools
Attn: Dr. Donald .S. Wilson, Superintendent
2900 W Temple Street
Los Angeles, CA 90026

Santa Ana School District
Attn: Dr. Stefanie P. Phillips, Superintendent
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322

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 forty-five (45) calendar 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.
5. If the District believes that the Issue could result in revocation, that should be noted in the Notice, but participation in the dispute resolution procedures as outlined shall not be interpreted to impede or serve as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

Revocation of the Charter

The District may revoke the Charter if VCGA commits a breach of any provision set forth in the Charter Schools Act of 1992. The District may revoke the charter of VCGA if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

1. Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
2. Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
3. Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the Santa Ana Unified School District Board of Education will notify VCGA in writing of the specific violation, and give VCGA a reasonable opportunity to cure the violation, unless the Santa Ana Unified School District’s Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

Closure Action

The decision to close VCGA, either by the governing board of Vista Charter Public Schools or by the Santa Ana 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 Santa Ana Board of Education; the governing board of Vista Charter Public School votes to close VCGA; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to VCGA, 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 Vista Charter Public Schools or the Santa Ana Board of Education, the governing board of Vista Charter Public Schools shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how VCGA will fund these activities.

Notification of Closure Action

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

1. The Santa Ana Unified School District, if the Closing Action is an act of Vista Charter Public Schools. Vista Charter Public Schools shall provide Santa Ana Unified with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority-age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action.
3. Orange County Office of Education (OCOE). Vista Charter Public Schools shall send written notification of the Closure Action to OCOE by registered mail within 72 hours of the Closure Action.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Vista Charter Public Schools shall send written notification of the Closure Action to the SELPA in which VCGA participates by registered mail within 72 hours of the Closure Action.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Vista Charter Public Schools shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Orange County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting.

6. The California Department of Education (CDE). Vista Charter Public Schools shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action.
7. Any school district that may be responsible for providing education services to the former students of VCGA. 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.

Notification of all the parties listed above, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet

graduation requirements, a transcript, and state testing results.

3. Information on student completion of college entrance requirements, for all high school students affected by the closure.

Notification of employees and vendors shall include:

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

Within 30 days of the effective date of closure, Vista Charter Public Schools shall provide all employees with written verification of employment.

School and Student Records Retention and Transfer

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

1. VCGA 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 VCGA. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. VCGA's process for transferring student records to the receiving schools shall be in accordance with Santa Ana Unified School District's procedures for students moving from one school to another.
3. VCGA shall prepare and provide an electronic master list of all students to Santa Ana Unified School District. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known.

4. VCGA will update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
5. VCGA shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

VCGA 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.

VCGA shall ensure the annual budget includes funds to pay for the financial closeout audit of VCGA and closure activities. This audit will be conducted by a neutral, independent licensed CPA, who will employ generally accepted accounting principles. Any liability or debt incurred by VCGA will be the responsibility of VCGA. VCGA understands and acknowledges that VCGA will cover the outstanding debts or liabilities of VCGA. Vista Heritage Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors.

VCGA 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 VCGA 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 VCGA'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. VCGA, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to VCGA by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grants and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Upon closure of VCGA, all assets of VCGA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending VCGA, remain the sole property of VCPS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets that are SMUSD's property will be promptly returned to SMUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, VCGA and VCPS shall remain solely responsible for all liabilities arising from the operation of VCGA.

As VCGA is operated by a nonprofit public benefit corporation, should the Corporation dissolve with the closure of VCGA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and file all necessary filings with the appropriate state and federal agencies including, but not necessarily limited to:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule)

As specified in the proposed budget, VCGA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Vista Condor Global Academy shall provide Santa Ana Unified School District within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.