



Vista Horizon Global Academy
Charter Petition for a Five-Year Term
(July 1, 2019 – June 30, 2024)

Submitted to the Los Angeles Unified School District
Board of Education

September 7, 2018

Dr. Donald S. Wilson, Superintendent/Lead Petitioner
Vista Public Charter Schools

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Horizon Global Academy (also referred to herein as “Vista Horizon,” “VHGA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for

collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

<u>General Information Table</u>	
• The contact person for Charter School is:	<i>Dr. Don Wilson, Superintendent</i>
• The contact address for Charter School is:	<i>811 W. 7th Street #940 Los Angeles, CA 90017</i>
• The contact phone number for Charter School is:	<i>(213) 269-4767</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>Echo Park 90026</i>
• This location is in LAUSD Board District:	<i>2</i>
• This location is in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year will be:	<i>125</i>
• The grade level(s) of the students in the first year will be:	<i>TK-1</i>
• Charter School’s scheduled first day of instruction in 2019-2020 is:	<i>August 14, 2019</i>
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>450</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:15-2:55</i>
• The term of this Charter shall be from:	<i>July 1, 2019 to June 30, 2024</i>

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

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

• Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Vista Horizon Global Academy (Vista Horizon, VHGA or Charter School) will be the fourth school operated by Vista Charter Public Schools, Inc. (VCPS), and first VCPS elementary school within the Los Angeles Unified School District (LAUSD or District), serving families in the Westlake/Echo Park community where Vista Charter Middle School is located. Vista Horizon is founded with the intention of transforming the school experience, meeting the evolving needs of students in the Westlake/Echo Park community of Los Angeles, and ensuring 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.

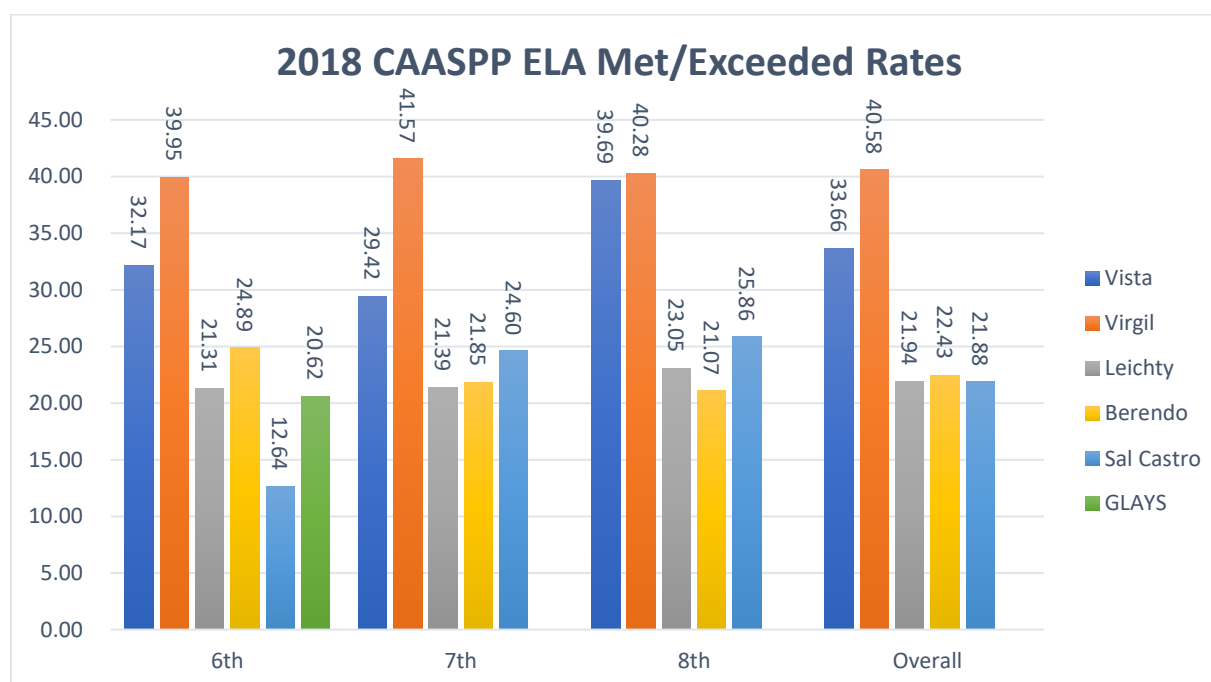
The legend says that for many years these two paths would not cross at all. Then, in the Fourth Pachakuti (1490 AC), they came together and the Eagle became so strong as to practically drive the Condor into extinction—but not quite. The Fifth Pachakuti (1990 AC) created a portal for the Eagle (intellect) and Condor (heart) to fly together in one sky and create a new offspring: higher human consciousness.

Since our inception, Vista Charter Public Schools have had a very strong academic mission and have designated the Eagle as a mascot and symbol of our identity. With this new elementary school, we will preserve that academic focus, but create 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.

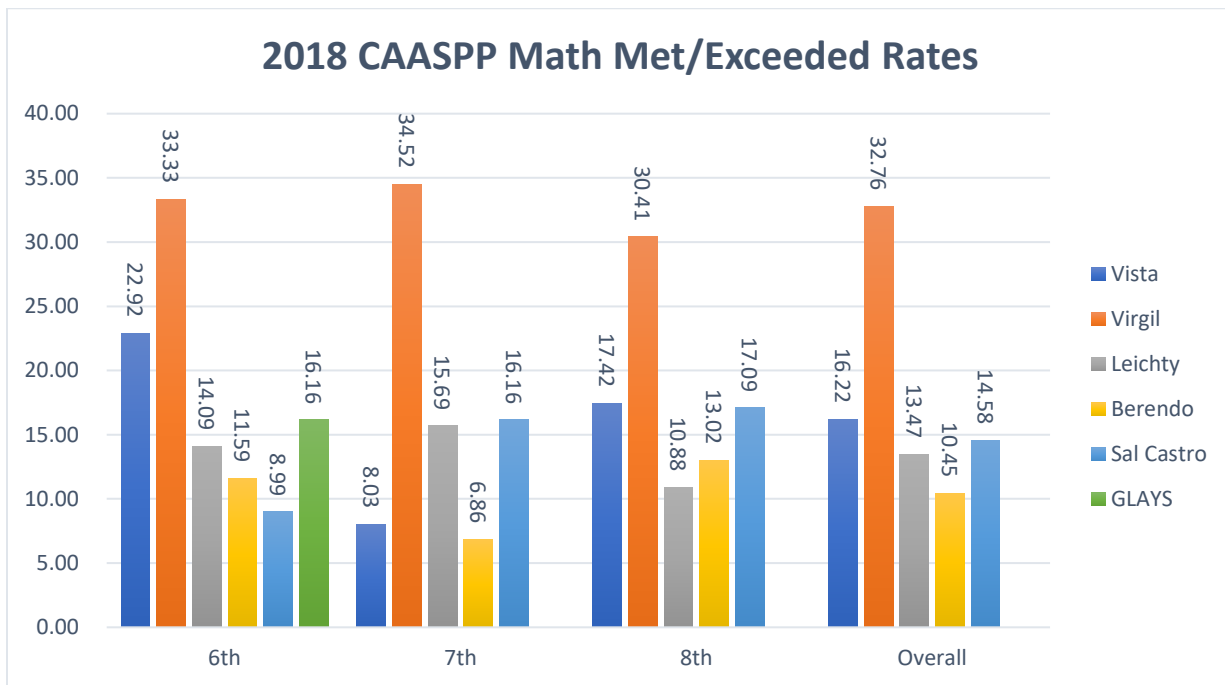
OPERATIONAL HISTORY AND SUCCESS

Vista Charter Middle School (Vista MS), authorized by LAUSD, opened in September 2010; today the school serves approximately 420 students in grades 6-8: 95% Hispanic/Latino, 1% African American; 97% Socioeconomically Disadvantaged (FRPL), 28% English Learners (EL), 7% Students with Disabilities (SpEd) and 1% foster/homeless youth. (Internal data.)

On the 2018 California Assessment of Student Performance and Progress (CAASPP), Vista MS students were 33.66% Met/Exceeded – 2.68 percentage points in growth from the prior year – and in Math, Vista MS students were 16.22% Met/Exceeded, a 1.90 point growth from the prior year.¹ The charts below detail Vista’s performance compared to neighboring schools.



¹ <https://caaspp.cde.ca.gov/sb2018/Search>



Source: <https://data1.cde.ca.gov/dataquest/>

Vista Heritage Global Academy (Vista Heritage), authorized by the Orange County Department of Education (OCDE) opened in 2015, and currently serves approximately 300 students in grades 6-8; 99% Hispanic/Latino; 100% FRPL, 33% EL, 9% SpEd and 2% foster/homeless youth. While only three years old, Vista Heritage also is demonstrating steady gains in both ELA and Math. In 2018, 31.94% of our students Met/Exceeded standards in ELA (a substantial 11.51 percentage point gain) and 16.86% Met/Exceeded in Math (a 5.94 percentage point gain), outperforming the four nearby resident middle schools in Santa Ana.

The OCDE recently authorized a new elementary school, Vista Condor Global Academy (Vista Condor) that opened fall 2018 with approximately 130 students in grades K-5 and enrollment demographics similar to Vista Heritage.

Over the past seven years, Vista Charter Public Schools have garnered the following recognitions and success:

- Both of our middle schools have full WASC accreditation. Vista Charter Middle School received a full 6-year accreditation in 2017/18, the highest accreditation possible for schools with previous accreditations. Vista Heritage Global Academy received a 3-year accreditation in 2017/18, the highest accreditation possible for a first-time award.
- In 2016, VPCS hired Dr. Don Wilson to serve as our new Superintendent. Dr. Wilson has led our Board of Directors and stakeholders through comprehensive strategic planning and self-reflection, including a more focused vision and instructional focus, as detailed throughout this petition. As detailed in his biography just below, Dr. Wilson

- has been an exceptional leader with LAUSD for more than 30 years, including leading one of the top performing elementary schools in the state, Wonderland Elementary.
- VPCS has established collaborative partnerships to benefit our students and their families:
 - Asia Society and their International Studies Schools Network:
 - *Blessings in a Backpack*: Currently with their support we are feeding 150 students in Los Angeles meals for 38 weekends during the year.
 - *Future Generations Now*: Provides scholarships for students and their parents to participate in world outreach programs for Operation Smile as part of our global mission
 - *Storytellers Los Angeles*: Provided \$20,000 in support to pay for our mission to feed our students on the weekend
 - *Spirit Series*: Uses grants to provide our students with theater at all our schools
 - *Ojai Foundation and Circle Ways*: Provides mentoring and coaching support for our Way of Council program
 - *Chefdance*: This year Chefdance will donate the proceeds from one event at the Sundance Film Festival to support our Global outreach mission
 - *Los Angeles Opera*: Provides opportunities for our students and their families to attend local operas and events.
 - *Dress the Population*: Each month Dress the Population donates the proceeds for a predetermined dress to local agencies and non-profit organizations. They have selected us for two months in 2018 and have made a commitment for 2019.

We are excited to bring our new elementary school model to LAUSD and meet longstanding demand from the community we serve here for a Vista elementary school in the Westlake/Echo Park neighborhood.

LEADERSHIP TEAM

Donald S. Wilson, Ed.D., Superintendent

Prior to joining Vista Public Charter Schools in 2016, Don Wilson worked for LAUSD for almost 30 years. He most recently served as an Instructional Director in the Intensive Support and Innovation Center under Superintendent Tommy Chang and as Instructional Director for Linked Learning. In this role, he supervised 20 schools ranging from elementary to high school. Prior to that he served as the principal at Wonderland Avenue Elementary School, where he increased student achievement five years in a row, making Wonderland one of the highest ranking schools in the state. He also served as APEIS at 3rd Street Elementary School, Administrative Coordinator at Santa Monica Blvd. Community Charter, and ELD/Title I Coordinator at Manchester Ave Elementary. He has 17 years of classroom experience as an elementary school teacher. Dr. Wilson completed a double Bachelor's Degree at Brigham Young University in English and Spanish Literature and received his Master's in Educational Leadership and Curriculum Design from Cal State Northridge. In 2011 he received the California Distinguished School Award for his work with Arts in Education and Way of Council, an innovative program that increases the social/emotional intelligence of students while focusing on oral language development. He also received the ACCIPIO Administrator of the Year Award for his work with diversity in education. In 2013 he was accepted into and completed the highly regarded SUPES Academy, a program designed to promote and train future superintendents.

Board of Directors

Jose Rubio, Board President, Sixth Grade Teacher, Edison Middle School

Mr. Rubio currently teaches sixth grade English, history, and art at Edison Middle School in LAUSD. Following college, Mr. Rubio initially worked in the freight forwarding and logistics business for six years, then he left to pursue his true passion, teaching, which he discovered while working as a substitute teacher during college. Over the past 20 years, Mr. Rubio has taught grades one through eight, primarily in South Central Los Angeles. He is an advocate for the arts, especially theatre and drama, where he sees his students directly applying their listening, speaking, writing and reading skills. Mr. Rubio holds a Bachelor's in finance from the University of El Paso.

Jody Molodow, Secretary, (Retired) Special Education Coordinator for Charter Schools, LAUSD

Ms. Molodow worked for over 40 years with LAUSD, where her responsibilities included teaching special education students with challenges ranging from physical to severe educational needs. She also worked as a Coordinator for Gifted and Talented students and an Advisor in both the Early Education and Infant and Toddler programs. For the last six years of her administrative career with LAUSD, she served as the Special Education Coordinator for Charter Schools. Starting when she was a teenager, Ms. Molodow has volunteered with groups such as Los Angeles Blind Children's Center and Special Olympics. Ms. Molodow is a graduate of the University of Southern California with a B.S in Social Science/English and an M.S. in Education/Special Education.

Paul Vieyra, Residential Real Estate Agent

Mr. Vieyra has been a Residential Real Estate agent serving Los Angeles, San Gabriel Valley, and North Orange County for the past 10 years. Prior to real estate, Mr. Vieyra worked in Middle Market Commercial Banking for more than 15 years, focused on relationship banking and contributing to a "Critical Thinking Group" that worked on improving core processing and compliance reporting for federal and state regulators. Mr. Vieyra earned an Associate's degree from East Los Angeles College.

Mimi Kim, CEO, ChefDance LLC

Ms. Kim is CEO of ChefDance, a world-class culinary event company that started in Park City in 2004 during the Sundance Film Festival. Prior to founding ChefDance, LLC, Ms. Kim financed and operated as a financier of various entertainment properties in Los Angeles, including the Highlands, Mint and Lure. She co-founded and served as the CEO of a software company, World Streaming Networks, which was sold in June 2001. Prior to World Streaming Networks, Ms. Kim founded Hunter Global Ventures in 1997; she currently facilitates both public and private investments in the technology, communications, retail and real estate sectors. Earlier in career, she worked as a strategic planner in the syndication and acquisition department for FX, a Fox cable network, and on Wall Street for six years as a corporate bond trader at Goldman, Sachs & Co.; as a vice president in corporate bond product management at Lehman Brothers; and as a corporate analyst at Merrill Lynch, all in New York. She has a B.A. in Economics and East Asian Studies from Barnard College and Master's in Finance and International Banking from Columbia University.

Michele Bauer-Bean, Principal, Seaside Elementary School (Torrance)

Ms. Bauer-Bean is a highly experienced educator who currently is the Principal of Seaside Elementary School in the Torrance Unified School District. She has been involved with education since her freshman year in college, when she was awarded a Graduate Fellowship as an undergraduate student for her work at the USC Nursery School. Ms. Bauer-Bean has worked in a variety of educational settings including a Korean community school, LAUSD, The

Buckley School, The Mirman School for Highly Gifted Students, Pomona Unified School District and the Torrance Unified School District.

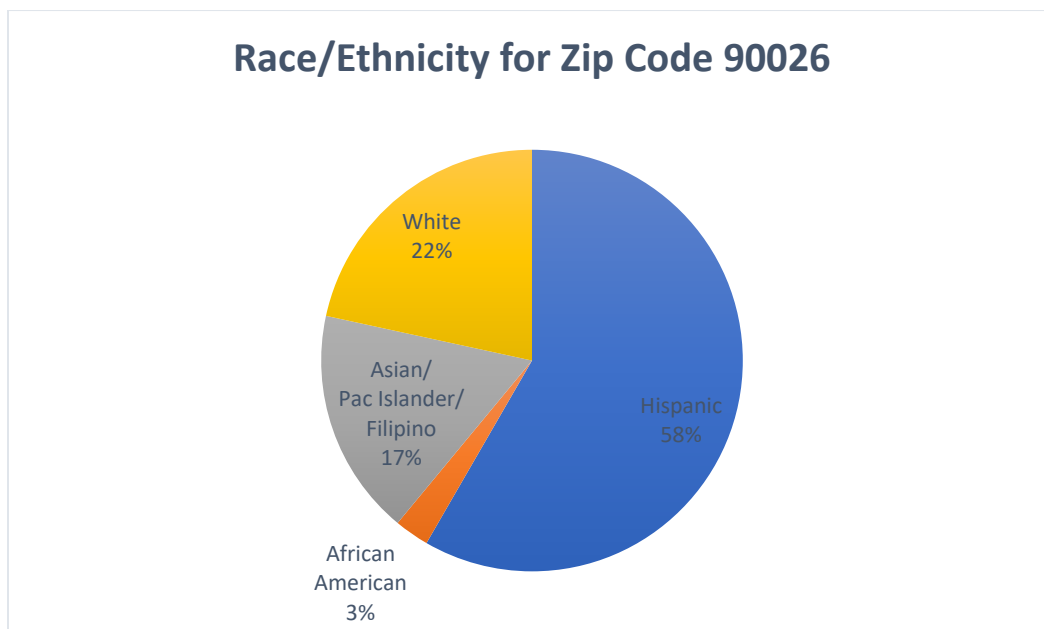
Ms. Bauer-Bean briefly left education to attend Pepperdine University School of Law in the late 1990's. While there, she was awarded a Darling Foundation Scholarship for her work in public service. After earning her law degree and license, she returned to education as a school administrator. She has secured grants for building libraries, computer labs and music classes, secured free services by creating partnerships with local universities in the area of health screenings, counseling, and academic tutoring and helped sites implement intervention systems and gain Gold Ribbon Award recognition. Ms. Bauer-Bean holds a Bachelor's of Science in General Studies from the University of Southern California and a J.D. from Pepperdine.

TARGET COMMUNITY CHARACTERISTICS AND EXISTING PUBLIC SCHOOL OPTIONS IN THE COMMUNITY

COMMUNITY CHARACTERISTICS

Vista Horizon will serve a diverse student body from the Westlake/Echo Park community of central Los Angeles, zip code 90026. Having served this community since 2010 with Vista MS, we are well aware of the challenges and issues students and families in the neighborhood face.

According to 2010 Census Data, the target community is 58% Hispanic/Latino, 22% White, 17% Asian/Filipino/Pacific Islander and 3% African American.²

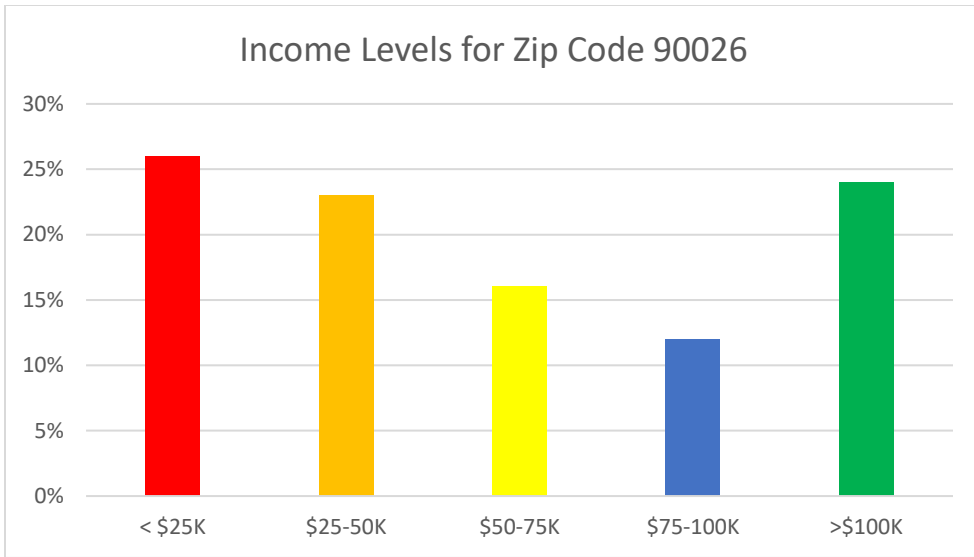


Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Income in the community is widely varying, with 26% of families earning less than \$25,000 annually yet at the other end of the spectrum, 24% of families earn more than \$100,000 annually.³

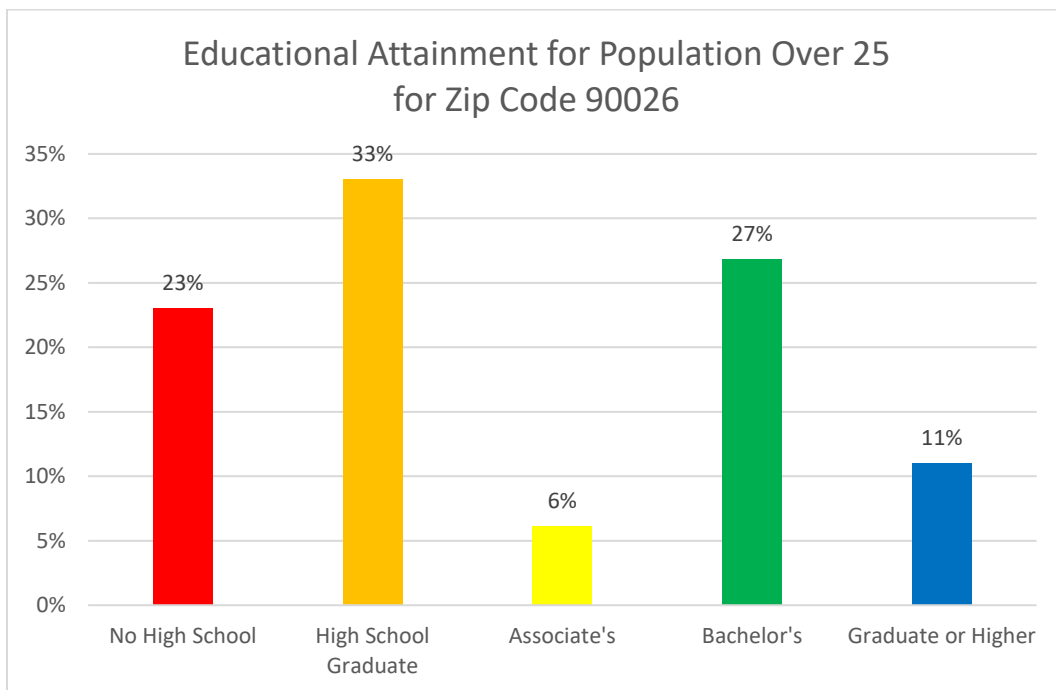
² <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

³ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>



Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Educational attainment of adults in the community is similarly broad: 23% of residents over age 25 did not complete high school, another 33% completed high school but did not attend college, and 11% hold post-graduate degrees.⁴



Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

⁴ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

In Echo Park, for a six-month period ending May 2018, the L.A. Times Community Mapping project ranked the neighborhood 78th out of 209 neighborhoods tracked for the rate of violent crimes, and 86th for property crimes. The adjacent Westlake neighborhood was ranked 28th out of 209 communities for the same time period, with 534 violent crimes in a 2.7 square mile area in just six months, including six homicides and 21 rapes.

EXISTING SCHOOL OPTIONS

Within Westlake/Echo Park, we have identified twenty-one traditional public elementary schools and eight charter schools serving grades K-5 in this densely populated community. As illustrated in the chart below, these schools serve a population that is predominantly low-income (91%) and non-white (82% Hispanic/Latino and 2% African American), 16% Special Education and with a high percentage (48%) of English Learners. (Averages calculated from data below; <https://data1.cde.ca.gov/dataquest/>)

LAUSD Schools	# of Students 2017-18	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	2018 EL Reclassification	2017 CAASP ELA % Met/Exceeded	2017 CAASP Math % Met/Exceeded
Alexandria Avenue Elementary	729	94%	8%	47%	89%	1%	7%	3%	15%	27%	21%
Betty Plasencia Elementary (incl. STEAM Magnet)	617	93%	13%	37%	90%	3%	5%	2%	21%	32%	24%
Cahuenga Elementary	485	83%	11%	53%	53%	1%	42%	2%	24%	56%	58%
Charles H Kim Elementary School	674	86%	6%	49%	44%	2%	48%	3%	31%	46%	47%
Charles White Elementary School	316	98%	11%	67%	92%	2%	1%	4%	20%	15%	10%
Commonwealth Avenue Elementary	656	88%	13%	37%	73%	4%	18%	3%	24%	46%	40%
Dayton Heights Elementary	449	94%	17%	41%	88%	1%	7%	3%	18%	43%	32%
Dr Sammy Lee Elementary Medical and Health Science Magnet	648	92%	5%	36%	56%	4%	36%	2%	31%	57%	51%
Esperanza Elementary	812	98%	13%	67%	94%	2%	1%	2%	18%	21%	11%
Frank Del Olmo Elementary	801	96%	11%	54%	85%	3%	8%	3%	20%	35%	31%
Gratts Learning Academy for Young Scholars (GLAYS)	546	96%	10%	49%	93%	4%	1%	1%	33%	23%	15%
Harvard Elementary	421	92%	13%	55%	88%	1%	8%	2%	18%	30%	26%
Hoover Street Elementary	743	94%	15%	60%	96%	1%	1%	2%	23%	58%	57%
Lafayette Park Primary Center	106	85%	9%	69%	84%	5%	2%	3%	1%	N/A	N/A
Lake Street Primary School	212	91%	17%	58%	84%	1%	1%	2%	0%	N/A	N/A
Logan Academy of Global Ecology	395	94%	17%	35%	91%	2%	6%	1%	18%	29%	18%
MacArthur Park Elementary Visual and Performing Arts	540	68%	93%	68%	93%	3%	1%	3%	17%	22%	22%
Mayberry Street Elementary	285	93%	21%	31%	82%	4%	3%	5%	14%	18%	11%
Micheltorena Street Elementary	404	55%	11%	13%	57%	2%	6%	29%	19%	45%	38%
Rosemont Avenue Elementary	299	93%	13%	40%	84%	2%	12%	2%	26%	25%	16%

LAUSD Schools	# of Students 2017-18	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	2018 EL Reclassification	2017 CAASP ELA % Met/Exceeded	2017 CAASP Math % Met/Exceeded
Union Avenue Elementary	1,105	98%	11%	48%	95%	1%	2%	2%	30%	37%	36%
Totals/Averages	11,243	91%	16%	48%	82%	2%	11%	3%	22%	35%	31%
Charter Schools											
Camino Nuevo Charter Academy	563	100%	9%	67%	100%	0%	0%	0%	20%	35%	24%
Camino Nuevo Charter Academy #2	676	94%	12%	49%	98%	0%	1%	0%	15%	42%	34%
Camino Nuevo Charter Academy #4	654	92%	10%	40%	93%	1%	3%	1%	19%	41%	34%
Equitas Academy 2	390	97%	13%	17%	98%	1%	1%	1%	18%	57%	32%
Equitas Academy 4	76	96%	12%	22%	93%	1%	3%	1%	0%	N/A	N/A
Everest Value School	250	95%	12%	42%	96%	2%	1%	1%	20%	48%	46%
Gabriella Charter School	433	84%	19%	26%	91%	2%	4%	2%	35%	67%	62%
New Academy of Science & Arts	395	100%	8%	79%	99%	1%	0%	1%	16%	27%	22%

Source: <https://data1.cde.ca.gov/dataquest/>

With a total of 11,243 young children attending traditional elementary schools in this community, proficiency rates on the 2017 CAASPPs were, based on weighted averages, just 35% Met/Exceeded in ELA and 31% Met/Exceed in Math. We believe Vista Horizon will provide an important alternative for the community.

HOW VISTA HORIZON WILL MEET COMMUNITY NEED

Vista Horizon will offer a unique educational model not currently available in this community at the elementary school level. At Vista Horizon, our school design is based on the idea that students work harder and dream bigger if their education is relevant to them. We believe that relevancy is increased as students master core subjects by applying this knowledge in a real-world context. We accomplish this by carefully selected programs, procedures, and processes that allow for student choice, autonomy, experiential and interdisciplinary learning, and with opportunities to apply learning to real world situations. Students will gain the needed skills to support applied learning as they move through each grade, where they will experience a well-rounded, holistic, and global curriculum with a STEAM (science, technology, engineering, art and math) 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. While some of the existing schools in the community may offer different components that we offer, none offer this collective, comprehensive approach to learning.

In addition to rigorous student-centered academics, VHGA will also focus on increased proficiency in crucial 21st century skills-- such as critical thinking, problem solving, and collaboration, which 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. We accomplish this by incorporating the Asia Society's International Studies Schools Network approach to global education and P21 learning outcomes and frameworks.

At Vista Horizon, 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 and at-risk students of color deserve an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Through our unique blend of Global Studies, STEAM, and Social-Emotional Learning (SEL), VHGA seeks to meet each child's social, emotional, physical, and academic needs to prepare them for an increasingly complex, globalized, and technologized world.

While our mission for deep student 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. To ensure that we are successful in a very ambitious school design Vista Charter Public schools spends a significant amount of time and financial resources on ensuring teachers get the highest level of training and on-going coaching support to have the biggest impact on educators' practice and ultimately on student achievement. Our teachers receive extensive training in the Workshop Model, Global Education, Project Based Learning, Project Lead the Way, Kagan Cooperative Strategies, Way of Council and more. Vista Charter Public School teachers spent a collective 1500 hours in professional development over the 2018 summer to ensure our students get the highest level of instruction and support.

VHGA will fulfill the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers through comprehensive and ongoing professional development and coaching; and provide parents and pupils with expanded choices in education including the creation of new charter schools. Through an innovative, engaged and holistic model of education, VHGA will fulfill LAUSD's mission to embrace our community's diversity, ensure academic achievement and empower tomorrow's leaders, and help the District achieve its vision of being a "progressive global leader in education, providing a dynamic and inspiring learning experience where all students [matriculate from elementary school] ready for success." (<https://achieve.lausd.net/strategies>)

What is the

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

Vista Horizon will serve approximately 450 students in grades TK/K-5 at capacity. We anticipate the student population will be similar to the demographics of the students enrolled in Vista MS (with a higher percentage of ELs due to the younger age of the students), and similar to the surrounding schools' demographics (CALPADS 2017): roughly 96.46% FRPL, 29.72% ELs, 6.84% SpEd, 95.05% Hispanic/Latino, 3.54% Asian/Filipino/Pac. Islander, 1% African American. As evidenced by crime, income and other data from the surrounding community, we know many of our students face significant challenges outside of school: significant poverty, high crime rates, gang involvement/gang activity in their neighborhoods, drug and alcohol use, and more. Our small school setting will be a welcome alternative for our families who seek a more personalized environment for their children.

ENROLLMENT PLAN

Vista Horizon will open with TK/K-2nd grade and add one grade each year, and reaching full capacity in Year 5 with 450 students in TK/K-5.

Grade	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
TK/K	50	75	75	75	75
1	50	75	75	75	75
2	25	50	75	75	75
3		25	50	75	75
4			25	50	75
5				25	75
Total Enrollment	125	225	300	375	450

GOALS AND PHILOSOPHY

Vista Horizon believes that all cultures matter. Our unique global perspective combined with a STEAM focus teaches 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 Horizon is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Our vision is to close the achievement gap for our targeted population which is predominantly low-income and historically underserved students and to address the growing opportunity gap. VHGA students develop global competence as well as a strong technological foundation; they are able to investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions the world around them. 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, VHGA envisions a school where students enter to learn, but leave ready to humanely serve through a deeper understanding of their role in impacting positive change on the world around them.

We achieve our mission and vision based on extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. We see these areas not as separate foci, but rather as a nested symbiotic grouping that works together to transform the school experience.

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. 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 VHGA we use this as an important lens through which all programs, processes, and practices are chosen and developed.**

The Vista global educational approach combines teaching global competencies through Asia Societies International Study Schools Network. We believe that globally competent students 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.

Finally, through carefully designed school structures, policies and programs, we provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies, Way of Council and other acclaimed programs will help engage our students and develop their capacity for success.

AN EDUCATED PERSON IN THE 21ST CENTURY

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 1918 to 2018 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). Another 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. The world around us is rapidly evolving, and so our schools must also evolve.

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. It is increasingly clear that both academic (up to and through college) 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.

At Vista Horizon, we believe that students are to successfully enter into college and career they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. Vista Horizon'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 rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence. Preparing all students – even our youngest elementary students -- for college, 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 listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent 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.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. In this age of technology, information is shared globally almost instantaneously. 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. Schools must therefore prepare students to solve problems on a global scale and participate effectively in a global economic and civic environment. Put simply, schools must prepare students to be *globally competent*.

Vista Horizon, as a part of the Vista Charter Public Schools organization, will be a member of the Asia Society's, International Student Study Network (ISSN), which serves as a foundation for our global studies. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Asia Society's ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. Vista Horizon will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives. Asia Society and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

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:

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that 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 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.

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. 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.

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. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and collaboratively 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. While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. 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. VHGA will also provide access to language instruction for an Asian language once enrollment increases to capacity.

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. Globally competent students ethically and creatively envision and weigh options for action, assess the potential impact of that action, take into account diverse opinions and potential consequences of the action, and show courage to execute a plan and reflect on it later.

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students 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.

HOW LEARNING BEST OCCURS

At Vista Horizon, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement is at the heart of the Vista Horizon learning experience. We see engagement as an act that connects us to each other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful. (Shernoff, Csikszentmihalyi, Schneider, & Steele, 2003).

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts (Torlakson, 2013). There is 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). Research has increasingly demonstrated 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), which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys (Fenning & Rose, 2007). 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), engagement may be the North Star for promising practices that address the needs of at-risk students.

A priority for VHGA is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations. (Christenson et al., 2008). Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines 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). Therefore, VHGA prioritizes increasing our students' social capital within the design of our educational program.

Vista Horizon uses 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). The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space (Fredricks & McColskey, 2012; Shernoff, 2013).

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions (Finn, 1989; Fredricks & McColskey, 2012). It may also 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). 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 emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community (Appleton et al., 2008). Multiple studies affirm the connection between student attitudes about school and participation rates; 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). 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 demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning (Finn & Zimmer, 2012).

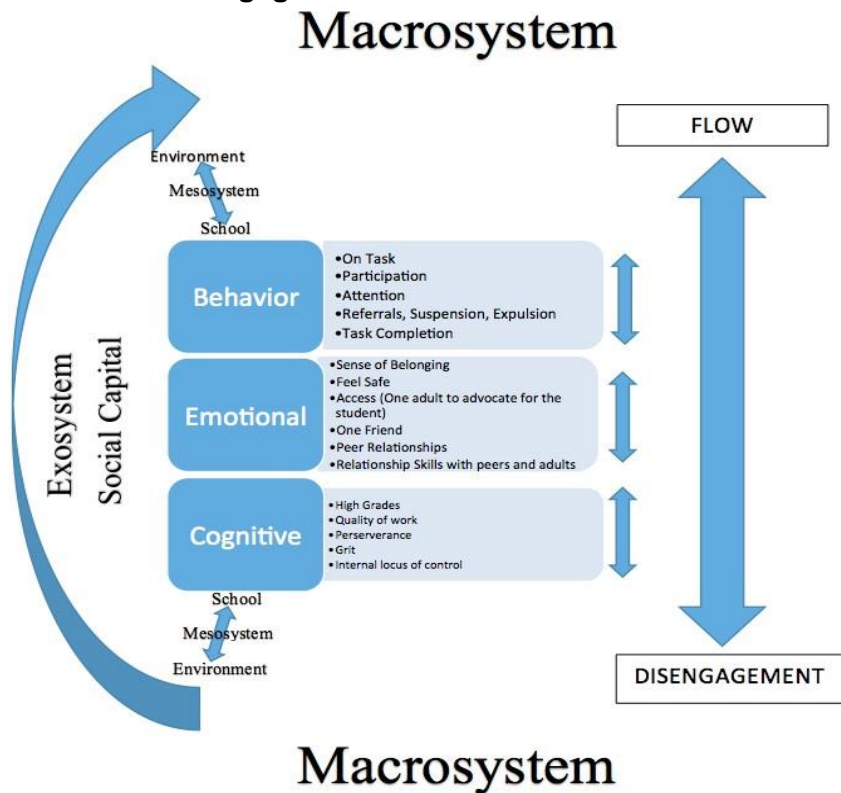
Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the Vista Horizon experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*. A state of flow can best be described as total absorption and immersion in an activity. A student in flow will exhibit intense concentration, interest, and enjoyment (Taylor & Parsons, 2011). When a person is in flow, he 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 Horizon Global Academy experience via the application of a workshop model. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. Horizon Global 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 Horizon all programs, processes, and procedures are evaluated using the Framework for Engagement 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. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look 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 (see chart below). 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.

Framework for Engagement



In short, the framework provides 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 to increase student engagement and increase social capital for our students. Students learn best with 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 Horizon will support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement. Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

VHGA is designed to ensure that our underserved students are equipped with the skills and attitudes to become self-motivated, competent, lifelong learners. Our emphasis on engagement helps to develop students' intrinsic self-motivation to learn and succeed. VHGA will teach our young students to learn *how to learn* as they actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the broader world around them.

Through ongoing professional development focused on how people learn, our teachers will continuously adapt their lessons and classroom experiences to meet students' needs and develop competent, skilled students in alignment with the state content standards. Through project-based learning and our emphasis on STEAM, even our youngest students will be prepared to continuously refine their problem-solving and critical thinking and reflect on both their successes and "failures" as they adapt to a rapidly changing world. These habits of learning will establish a solid foundation for lifelong learning.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

Vista Horizon will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Vista Horizon's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and

Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES						
GOAL #1						
To provide students with access to: excellent 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"/> 3	<input type="checkbox"/> 6	Local Priorities:	
			<input type="checkbox"/>			
			<input type="checkbox"/>			
Specific Annual Actions to Achieve Goal						
<p>Staff verifies teacher credentials, CLAD/BCLAD certifications and ensures live scan is completed and documented in employee's personnel file. The Office Manager and Chief Business Officer will ensure Live Scans.</p> <p>We will recruit, hire, train, coach and retain excellent teachers to provide a rigorous academic program. The Principal will facilitate Professional Development, conduct classroom observations, and coach and guide teachers in their instructional planning, ongoing review of student achievement data, and classroom instruction.</p> <p>Maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use.</p> <p>Purchase Common Core aligned curricular and instructional materials.</p>						
Expected Annual Measurable Outcomes						
Outcome #1: All core subject teachers will be appropriately assigned and credentialed in the subject areas/grade levels and for the pupils they are teaching.						
Metric/Method for Measuring: 100% of teachers will be appropriately credentialed and assigned based on personnel files and classroom assignments						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	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 based on inventory lists, classroom observations and student academic achievement.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	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 including all subgroups)	N/A	> 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

GOAL #2

Teachers will participate in 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"/> 4 <input type="checkbox"/> 7 <input checked="" 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

- PROFESSIONAL DEVELOPMENT**
- Provide extensive Professional Development for entire teaching staff 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**
- Coordinator will administer ELPAC assessments annually for all ELs
 - Provide designated and integrated ELD instruction as detailed in charter and VPCS EL Master Plan
 - Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to:
 - Monitor the progress of ELs and reclassified students
 - Determine specific actions designed to accelerate language acquisition and learning for ELs
 - Develop annual growth targets for ELs
 - 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 and research-based instructional strategies as measured by PD agendas and attendance records

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD

Outcome #2: EL students will develop skills as tracked through ELPAC (or other available external and internal assessments) each year.						
Metric/Method for Measuring: Will establish growth targets for continuously enrolled ELs using ELPAC Performance.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	N/A	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 #3: Develop a Plan to meet growth targets (English Proficiency of ELs) Metric/Method for Measuring: EL reclassification rate will meet or exceed the District's reclassification rate.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	N/A	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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

English Learners	N/A	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: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	N/A (no students in grade 3 or above)	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.

<p>Outcome #2: All students, including all subgroups, will meet or exceed annual growth targets on internal assessments in the areas of ELA and Math.</p> <p>Metric/Method for Measuring: Establish annual growth targets for Benchmark assessments in ELA & Mathematics</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	Establish baseline for grades TK/K-2	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.

GOAL #4

Provide resources and services to students, teachers, and parents to provide a sense of safety, school connectedness, and active 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 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 – including parents of unduplicated pupils including ELs and SpEd students -- with opportunities for decision-making input in the school’s program.
Metric/Method for Measuring: Host at least 4 SSC meetings annually to address the school’s educational program.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	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: Ensure active parent participation in school-wide programs/events.
Metric/Method for Measuring: 90% attendance of parents at school conferences.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	Establish benchmark of parents who indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.
Outcome #4: Maintain a high ADA rate school-wide and for all statistically significant subgroups. Metric/Method for Measuring: ADA						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%
Outcome #5: Limit chronic absenteeism school-wide including all statistically significant subgroups. Metric/Method for Measuring: Chronic Absenteeism rates.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students (School-wide including all subgroups)	N/A	Establish benchmark	Meet annual goals set in school's LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.	Meet annual goals set in school's LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.	Meet annual goals set in school's LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.	Meet annual goals set in school's LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.
Outcome #6: Minimize suspension or expulsion school-wide (including all statistically significant subgroups.) Metric/Method for Measuring: Maintain suspension rate below 5% and expulsion rate below 1%.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below
Outcome #7: Establish and maintain high levels of student and teacher engagement in creating a positive school climate. Metric/Method for Measuring: Administer annual teacher and parent surveys						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide including all subgroups)	N/A	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

At VCPS we are committed to transforming the school experience.

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). At Vista Horizon, our pedagogical practices and programmatic choices form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The Vista Horizon approach is one in which children learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

As students move through each grade, they experience a well-rounded, holistic, and global curriculum with a STEAM focus. Mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. Low-income students of color, perhaps more than any other group of young people, benefit from an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Our students must break barriers of discrimination that too often define who we are. Vista Horizon will adhere to the guiding principles of the traditional Japanese holistic approach “Chi-Toku-Tai”, which espouses: academic prowess, moral, physical, and mental health. When the needs of the whole child are addressed, a zest and love for life and all its possibilities is the outcome.

At Vista Horizon, we will create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. 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. At Vista Horizon our instructional 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.

GLOBAL COMPETENCY

Vista Horizon will be distinguished by its collaboration and partnership with Asia Society’s International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. 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%).⁵

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.

Vista Horizon 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 Horizon Academy vision and mission and sets a trajectory for our school’s development across six domains:

⁵ <https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved>

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. 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. VHGA 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. Service Learning at VHGA will be linked to the Global Performance Outcomes (GPO's) described in the section above regarding ISSN. Service learning directly addresses two of the GPO's: "Recognizing Different Perspectives" and "Taking Action." The curriculum is designed to allow students to apply learning to solving real world and local problems with an emphasis relevant global issues outlined in the United Nations Goals for Sustainability and other school identified world problems. Some examples of this might be students applying principles and learning from STEAM in project-based learning to address the issues of water scarcity, climate change, overuse of plastics, sustainable agriculture, etc. Model UN is another example of how students will participate in Service Learning. Additionally, classrooms will be equipped with the technology (Smart Board type technology and 1:1 Chromebook program) for online learning and exchanges with other students and classrooms around the world to collaboratively take action on relevant global issues. Currently, Vista Horizon is seeking partnerships with schools in Mexico, Guatemala, Indonesia, and Korea. Opportunities for field trips are an integral part of the Vista experience and will be planned according to grade level ability and age appropriateness for length of time. While Kindergarten may only experience day trips, 4th and 5th grade may experience multiple day and overnight experiences when appropriate.

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

VHGA students will be able to show how their learning experiences helped them achieve global competency in four domains, as detailed more fully above in the section on An Educated Person in the 21st Century:

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.

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 Horizon 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, 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 Horizon 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 naturally aligns with VHGA's framework for teaching that is based on natural ways of learning and is customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

A STEAM education aligns with the VHGA 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.⁶

VHGA teachers will use the ISSN rubrics 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 integrated 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 Framework for Engagement, STEAM at VHGA 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. VHGA educators instruct within their specialty with co-planned thematic units to which everyone contributes, in projects related to the required benchmark concepts and skills.

Project Lead the Way. At VHGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way K-5 Launch program beginning in the Charter School's second year of operation. PLTW Launch is aligned to Next Generation

⁶ <https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf>

Science Standards and the California 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. VHGA 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.

Student Use of Technology. VHGA 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 VHGA, 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 Horizon, 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 VHGA 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. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

At all Vista Public Charter Schools, the PowerSchool 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 PowerSchool, 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.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At Vista Horizon, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values (Creemers and Rezig, 1996). Research on emotional engagement suggests school climate is of paramount importance to 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 Horizon, 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). Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size (Finn & Zimmer, 2012; Furlong et al., 2003; Marks, 2000). Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading factors in student engagement (Darling-Hammond & Plank, 2015; Finn, 1989; Furlong & Christenson, 2008). Smaller schools promote conditions for higher levels of student engagement. 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. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

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).

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 Horizon, 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.⁷ We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. Vista Horizon will also use principles of Restorative Justice to teach children how to grow and learn from a mistake. 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.

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 Horizon, we will 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 Horizon, Council will not be 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. Governing the school using Council as a tool will help us model the adult behaviors we wish to encourage in students.

In simple terms, what we will have at Vista Horizon 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

⁷ <https://www.questia.com/library/journal/1P3-3928331201/quick-to-punish-an-examination-of-the-school-to-prison>

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 Horizon, Way of Council is supported by:

- Continuous Training from Ojai Foundation Council in Schools program and Circle Ways
 - 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 or other similar facility in conjunction with all Vista Charter Public Schools
- **After-School Programs and Clubs.** Students who participate regularly in after-school clubs have been 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), a committed partner in supporting our students' wellbeing. We have used YPI for our after-school programs to create academically supportive afterschool programs including tutoring and enrichment activities.

Uniforms. At Vista Horizon, 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. Thus, students at Vista Horizon will be expected to wear school-approved uniforms.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

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 Horizon, 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.

Student-centered classrooms 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 Horizon 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 Horizon 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).

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 VHGA 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).

Family Engagement. Research has long been clear about the important role that families play in their children's academic success. (See, e.g., https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf; <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>) (summarizing key researchers' work in documenting the impact parent engagement has on student achievement and other student outcomes). At Vista Horizon, 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 Horizon, 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 Horizon, 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 Horizon 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: VHGA 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: VHGA parents will be involved in their child's learning plan. Their responsibility in the plan is to support their child's goals.
- Parenting: VHGA will assist, when necessary, parents in developing the attitudes, values, and practices of parents in raising adolescent youth.

These three areas will strengthen Vista Horizon 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.

CURRICULUM AND INSTRUCTION

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

ENGLISH LANGUAGE ARTS (CORE)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools* as well as the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*.⁸ At Vista Horizon 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 will 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 and Writers 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 Depth of Knowledge (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 literacy instructional time. Teachers work toward automaticity and flexibility by referring frequently to meaningful texts. Students are often prompted 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.

⁸ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Conferring: This is an opportunity for teachers to meet with students 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 are based on formal (pre-and post- assessments) and informal (observations and Reader's Response Journal) data. Questions during a conference are focused on data collected or used as a means to decide areas of growth and set goals for the student's reading level.

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. This is 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 have extended time to read a "Just Right" book of their choice and practice reading strategies taught in the mini-lesson. "Just Right" books are at the current reading level of the student or just slightly above. Classroom readers and books are clearly labeled with reading levels in accordance with the Fountas and Pinnell Reading Assessments and other normed leveled libraries, like Scholastic.

Across the elementary grades, the Readers Workshop model continuously builds on students' capacity to read independently and make the critical shift from learning to read to reading to learn.

Readers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none">✓ We Are Readers✓ Super Powers: <i>Reading with Print Strategies and Sight Word Power</i>✓ Bigger Books, Bigger Reading Muscles✓ Becoming Avid Readers
1 st Grade	<ul style="list-style-type: none">✓ Building Good Reading Habits✓ Learning About the Word: <i>Reading Nonfiction</i>✓ Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i>✓ Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>
2 nd Grade	<ul style="list-style-type: none">✓ Second-Grade Reading Growth Spurt✓ Becoming Experts: <i>Reading Nonfiction</i>✓ Bigger Books Mean Amping Up Reading Power✓ Series Book Clubs
3 rd Grade	<ul style="list-style-type: none">✓ Building a Reading Life✓ Reading to Learn✓ Character Studies✓ Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i>
4 th Grade	<ul style="list-style-type: none">✓ Interpreting Characters: <i>The Heart of the Story</i>✓ Reading the Weather, Reading the World✓ Reading History: <i>The American Revolution</i>✓ Historical Fiction Clubs
5 th Grade	<ul style="list-style-type: none">✓ Interpretation Book Clubs: <i>Analyzing Themes</i>✓ Tackling Complexity: <i>Moving Up Levels of Nonfiction</i>✓ Argument and Advocacy: <i>Researching Debatable issues</i>✓ Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i>

Similarly, in Writers Workshop, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.⁹

⁹ Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann; Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

Writers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none">✓ Launching the Writing Workshop✓ Writer for Readers✓ How-to Books: Writing to Teach Others✓ Persuasive Writing of All Kinds: Using Words to Make a Change
1 st Grade	<ul style="list-style-type: none">✓ Small Moments: Writing with Focus, Detail, and Dialogue✓ Nonfiction Chapter Books✓ Writing Reviews✓ From Scenes to Series: Writing Fiction
2 nd Grade	<ul style="list-style-type: none">✓ Lessons from the Master: Improving Narrative Writing✓ Lab Reports and Science Books✓ Writing About Reading✓ Poetry: Big Thoughts in Small Packages
3 rd Grade	<ul style="list-style-type: none">✓ Crafting True Stories✓ The Art of Information Writing✓ Changing the World: Persuasive Speeches, Petitions, and Editorials✓ Upon a Time: Adapting and Writing Fairy Tales
4 th Grade	<ul style="list-style-type: none">✓ The Arc of Story: Writing Realistic Fiction✓ Boxes and Bullets: Personal and Persuasive Essays✓ Bringing History to Life✓ The Literary Essay: Writing About Fiction
5 th Grade	<ul style="list-style-type: none">✓ Narrative Craft✓ The Lens of History: Research Reports✓ Shaping Tests: From Essay and Narrative to Memoir✓ The Research-Based Argument Essay

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 Writers Workshop, is another way for teachers to help children learn to write; children construct their individual pieces of writing with teacher and peer guidance, assistance, and feedback. The teacher may have individual conferences with children or lead a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

Finally, VHGA will address important speaking and listening standards to help students develop vocabulary and critical communication skills. Teachers will provide students with multiple opportunities to explore oral communication in the classroom through class and small group discussions. Structured speaking and listening activities include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Students will be taught active, effective listening habits, including how to focus their attention, avoid distractions, use body position to signal their

interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. Across grades TK-5, through speaking and listening instruction, students participate effectively with their peers both in learning and evaluating information they receive and in expressing themselves in myriad ways.

English Language Development (Core Subject)

As detailed more fully in the section on English Learners, below, the ELD program will implement both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. As detailed more fully below, through both integrated and designated ELD instruction, including use of the iLit curricular program, EL students will be supported in developing EL proficiency and reclassification as they master content standards. The Principal will monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

MATHEMATICS (CORE)

As a STEAM-focused school, mathematics and quantitative reasoning skills will be central to the curriculum at VHGA. At all grade levels, students will participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VHGA 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 Mathematics Framework for California Public Schools, *A Look At Kindergarten Through Grade Six in California Public Schools*, will provide a foundation for work in math.

A cohesive math curriculum 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 as ties to Project-Based Learning (PBL), will help students to recognize the connections between math concepts and the world around them. To facilitate this, Vista Horizon plans to use Eureka Math – also known as Engage New York – and incorporate Cognitively Guided Instruction (CGI) to further enhance numeracy and mathematical reasoning.

Eureka Math connects math to the real world while helping students achieve true understanding lesson by lesson and year after year. The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical progression from PK through Grade 12. They believe that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. The sequencing has been joined with methods of instruction that have been proven to work.¹⁰ This coherent approach is designed to ensure teachers know what incoming students already have learned and that students are prepared for what comes next, helping to dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Eureka Math is to produce students who are not merely literate, but fluent, in mathematics.

Components to a Math Lesson

1. Guiding question/puzzlement (Sprints)
2. Review of skills from the previous lesson
3. Concept development (vocabulary & language acquisition)
4. Creation/demonstration of concept
5. Manipulation of concept (hands on)
6. Introducing concept using numbers
7. Focus on dual concept approach, which allows students to immediately demonstrate their learning by problem set with pictures and words
8. Student debriefing/discussion of their learning experience
9. Quiz/Assessments daily (Exit Tickets)

Eureka Math has several key mathematical tools that will be used throughout a student’s elementary years. Sprints are high-energy classroom activities in which students complete as many math facts as they are able in a set amount of time. Care is taken during a sprint to make sure that all students are working as hard as they can to recall facts, notice patterns within the sprint page, and do their personal best. To this end, sprints are designed to come in pairs, so that students can try the first sprint (Sprint A), assess their correct and incorrect answers, and then try to improve their score on Sprint B, given immediately after assessing Sprint A. Sprints are one of the primary ways in Eureka Math in which students gain fluency and competency with math facts, a key building block skill for computation and comprehension throughout elementary school.

The Concept Development is the primary lesson component and comprises approximately 20 minutes of Math lesson time. New learning is introduced during the Concept Development and generally moves from the concrete (using hands on materials) to the pictorial (using diagrams,

¹⁰ http://greatminds.net/maps/documents/tips-for-parents/Eureka_Math_Grade_PK_Module_1_Tips_for_Parents.pdf

pictures, etc.) to the abstract (equations). Following this Concrete-Pictorial-Abstract structure allows students supports in learning increasingly complex mathematics. The Concept Development portion of the lesson concludes with the completion of the Problem Set.

During the debrief, teacher and student will review vocabulary terms and make connections using the problem set. The teacher’s manual provides higher order thinking and rigorous questions for this ending piece of the lesson.

At the conclusion of the debrief, students complete an exit ticket which allows the teacher to have a quick check into student understanding of the day’s lesson.

Kindergarten – Grade 5 Sample Curriculum Map

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)
		M2: Addition and Subtraction of Length Units (12 days)			M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)
**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M3: Addition and Subtraction of Fractions (22 days)
M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)		M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	
M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)
	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	
M5: Numbers 10-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)		M6: Decimal Fractions (20 days)
	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Measurement with Multiplication (20 days)	
M6: Analyzing, Comparing, and Composing Shapes (10 days)					M6: Problem Solving with the Coordinate Plane (40 days)

Vista Horizon also will use Cognitively Guided Instruction (CGI) in conjunction with the Eureka Math texts. CGI is a methodology for problem solving in which students are sense-makers who actively participate in the learning process. CGI has three major components: number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warm ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn’t belong and **why**? First students will come up with some responses individually, then

they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations, etc. This particular number sense routine addresses Mathematical Practices 1, 3 and 8, however other routines would address different Mathematical Practices.

Problem Solving: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem-solving time is the visual representation of the problem and how students solve it. This, along with conversations with students helps the teacher understand what strategies students use. This component is the core of the math lesson each day for all grades, with students in upper grades working on increasingly complex problems. These include more advanced operations (e.g. multiplication and division) and require the students to find products and results as well as groups, group size, and make comparisons between them. Additionally, the numbers themselves increase in size and thus complexity. Problem solving in a CGI classroom addresses all eight Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 4th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in TK/K will start with small collections of 5-15, they will work their way up to collections of 100. In upper grades, students will be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (e.g. pencils in boxes that contain 12 pencils each).

Teachers will provide direct instruction in new skills and present hands-on activities, while also allowing time in and out of class to practice grade level computational skills. Teachers will differentiate instruction throughout the week via MobyMax and other online programs, focusing on the needs of struggling students and those requiring more advanced work beyond the grade level curriculum. Each math period will begin with a warm-up activity requiring the application of skills learned previously to solve a problem.

Because not all students will have mastered the prerequisite mathematical skills for success in the math curriculum, new Vista Horizon students will be assessed at the beginning of each year and receive interventions that address areas of deficit. Students not meeting standards will participate in additional math intervention.

SCIENCE AND ENGINEERING (CORE)

The science program at Vista Horizon will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VHGA 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). Vista Horizon will use the K-5 Project Lead the Way curriculum and Amplify programs, which are aligned with NGSS standards and VHGA'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 an on-campus maker-space.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

The VHGA project-based/constructivist-driven science instructional program encourages students to learn content at higher levels of Bloom's Taxonomy, as students will have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning will take place. Students will learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student-centered. Projects will also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students will be responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

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

Two primary curricular resources will support our students' science learning: Project Lead the Way's Launch program and Amplify Science.

PLTW Launch PLTW Launch is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades K-5. The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators.

PLTW Launch units include:

Kindergarten

Structure and Function: Exploring Design

Students discover the design process, identify products around them designed by engineers, and use what they've learned to design their own paintbrushes.

Pushes and Pulls

Students investigate different pushes and pulls and apply what they know to a swing set-installation project.

Structure and Function: Human Body

Students explore the relationship between structure and function in the human body and design a cast.

Animals and Algorithms

Students explore the ways people control and use technology, as well as program their own digital animations.

First Grade

Light and Sound

Students investigate light and sound and design a tool to communicate over a distance.

Light: Observing the Sun, Moon, and Stars

Students build upon their knowledge of light and design a playground structure that protects students from UV radiation.

Animal Adaptions

Students learn about animal adaptations and apply what they've learned to design a shoe made for desert exploration.

Animated Storytelling

Students build computational-thinking skills by creating animations based on their own short stories.

Second Grade

Materials Science: Properties of Matter

Students explore materials science and devise a way to keep popsicles cold – without a cooler.

Materials Science: Form and Function

Students research the variety of ways animals disperse seeds and pollinate plants and use what they know to design a gardening device.

The Changing Earth

Students explore how the surface of the Earth is always changing and design solutions for a fictional community threatened by a landslide.

Grids and Game

Students learn about the sequence and structure required in computer programs and work in teams to build tablet games.

Third Grade

Stability and Motion: Science of Flight

Students learn about the forces involved in flight and design a solution to deliver aid supplies via an aircraft.

Stability and Motion: Forces and Interactions

Students explore simple machines such as wheel and axles, levers, the inclined plane, and more and then use what they know to rescue a trapped zoo animal.

Variation of Traits

Students investigate the differences between inherited genetic traits and traits that are learned or influenced by the environment and then model how the gene for a plant's stem color is passed on.

Programming Patterns

Students discover the power of modularity and abstraction and then use what they know to create a video game for a tablet.

Fourth Grade

Energy: Collisions

Students investigate how mechanisms change energy by transferring direction, speed, type of movement, and force and then use what they know to design a car safety belt.

Energy: Conversion

Students learn how energy can be converted to meet a human need or want and then develop solutions to move donated food from a truck to a food pantry.

Input/Output: Computer Systems

Students explore how computers work and create a reaction-time computer program to assess a baseline before a concussion occurs.

Input/Output: Human Brain

Students learn about stimuli and responses and then use what they know to create a video to teach children about concussions.

Fifth Grade

Robotics and Automation

Students explore the ways robots are used in today's world and then design a mobile robot that can remove hazardous materials from a disaster site.

Robotics and Automation: Challenge

Students explore mechanical design and computer programming and design an automatic-guided vehicle to deliver supplies in a hospital.

Infection: Detection

Students explore the transmission of infection and run an experiment to help find ways to prevent the spread of illness.

Infection: Modeling and Simulation

Students investigate models and simulations and apply their knowledge to program a model that simulates the spread of infections.

(<https://www.pltw.org/our-programs/pltw-launch>).

PLTW Launch provides comprehensive professional development for teachers as part of the program, including ongoing training opportunities throughout the school year, robust instructional support, on-demand resources, and a community of collaborative educators to connect and interact with through an online platform. PLTW Lead Teacher(s) engage in a hands-on, comprehensive two-and-a-half day training that introduces them to the pedagogy that is the cornerstone of PLTW programs. The Lead Teacher(s) then train other teachers.

VHGA also plans to implement the Amplify science curriculum, developed by the UC Berkeley Lawrence Hall of Science. Amplify Science blends digital experiences with hands-on lessons that inspire students to think like scientists and engineers to solve real-world problems. Each full-year course was designed to address 100 percent of the NGSS, and comprises Life Science, Earth and Space Science, Physical Science and Engineering Design:

GRADE K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

GRADE 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

GRADE 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

GRADE 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

GRADE 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

GRADE 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

<https://www.amplify.com/curriculum/amplifyscience/elementary>

Literature also is infused into the science curriculum to reinforce content literacy skills and boost comprehension in all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps facilitates data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

SOCIAL STUDIES (CORE)

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

Vista Horizon's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), and *2014 ELA/ELD Framework*; we will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Vista Horizon will use the Social Studies Alive! (K-5) curriculum from TCI, which is well suited to our hands-on, project-based learning emphasis. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

Social Studies Alive! provides standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery with age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1 st Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.
2 nd Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3 rd Grade	Our Community and Beyond broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

4 th Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.
5 th Grade	America’s Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

(<https://www.teachtci.com/social-studies/elementary-school/>)

This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. Vista Horizon will extend reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings.

PHYSICAL EDUCATION (NON-CORE)

Physical Education (PE) is critical for student learning and for maintaining personal well-being. The physical education program at Vista Horizon 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, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

PE will take place two-three times weekly for 200 minutes every two weeks. 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 VHGA 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. (allittakes.org) 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, VHGA 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 (NON-CORE)

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 VHGA, we do 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. Incorporating "Art" into STEM learning is deliberate and important. This allows 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.

Vista Horizon will strive to provide our students with 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 VHGA, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. As our enrollment increases, 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 Horizon will benefit from VPCS' existing partnerships 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.

TECHNOLOGY (NON-CORE)

As detailed above, mastery of Technological skills is a core component of our STEAM emphasis, and critical for 21st century success. Through PLTW Launch, Amplify, and direct tech-based learning (keyboarding, presentation preparation, online research skills, etc.) students will receive direct and integrated tech-based learning throughout the curriculum.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout the previous sections, VHGA is distinguished by its collaboration and partnership with Asia Society's International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years, along with our emphasis on STEAM. Our focus on the varying elements of student engagement, personalized and differentiated learning, active learning strategies and more are all based on research about how learning best occurs. Our program is carefully designed, based on our years of experience in this community working with students in middle grades, to prepare elementary students to succeed in secondary school, post-secondary school and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed more fully below, in all Vista Charter Public Schools, we implement a Response to Intervention (RTI) approach prevent academic and behavioral problems and to intervene early and strategically.

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.

Enrichments are broad and engaging, including physical education, the arts, technology and opportunities outside of the classroom including field trips, as detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the initial textbook adoptions planned for grades TK-5 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

English Language Arts	Mathematics	Social Science	Science	ELD	Arts/PE
Writer's and Reader's Workshop based on the Lucy Calkins model Leveled Reading Library	Eureka Math Marcy Cook, Bridges to Mathematics CGI	Social Studies Alive! (TCI)	PLTW Launch Amplify Science	Pearson iLIT Fountas & Pinnel Intervention	Teacher-created

COMPREHENSIVE COURSE LIST -- NOT APPLICABLE FOR ELEMENTARY SCHOOL.

INSTRUCTIONAL METHODS AND STRATEGIES

At Vista Horizon, we use the Framework for Engagement as the lens through which all instructional programs and practices are implemented. 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 VHGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional development will extend to core instructional models that are critical to the success of the educational program. The following processes and procedures are integral to the Vista Horizon learning experience:

The Workshop Model. At Vista Horizon, all subjects are 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 California Content Standards 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 Horizon*

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 Horizon 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 Horizon 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 Horizon 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 all campuses and will continue to do so at VHGA.

At Vista Horizon, 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 Horizon, 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 Horizon teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VHGA 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.

Relevance. 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.

- 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.

We take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. 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.

To ensure VHGA relevancy for VHGA students, every lesson at Vista Horizon 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 VHGA, 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 VHGA, 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.

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, VHGA 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 VHGA 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. VHGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences during workshop time, 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 Horizon, 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).

Differentiated Instruction. VHGA 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.

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 VHGA 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 Horizon will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, CGI, 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 Horizon.

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 Horizon 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. The Quarterly assessments will be aligned to the SBAC. 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 learning management system 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, Google Classroom, and Schoology 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 Horizon will use the same online assessment and learning management system as all schools in Vista Charter Public School system.

Homework. At Vista Horizon, 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 Horizon, 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 Charter School's 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).

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

Again, as detailed above, our program and instructional methodologies are based on extensive research into how learning best occurs, including our particular emphasis on student engagement through a globally-focused, relevant and STEAM-focused program. Details about the Charter School's assessment tools and methodologies to measure student mastery of content standards is included in Elements 2/3.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF 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 Horizon 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.

VHGA 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, VHGA 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 VHGA students. VHGA 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.

GRADUATION REQUIREMENTS -- NOT APPLICABLE.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION -- NOT APPLICABLE.

TRANSFERABILITY OF COURSES -- NOT APPLICABLE.

COMPLEX INSTRUCTIONAL FRAMEWORK IMPLEMENTATION -- NOT APPLICABLE.

TRANSITIONAL KINDERGARTEN

Vista Horizon will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 2nd and December 2nd, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK will be integrated in Kindergarten classrooms. The TK program thus also will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers first assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

Academic Calendar and Schedules

ACADEMIC CALENDAR

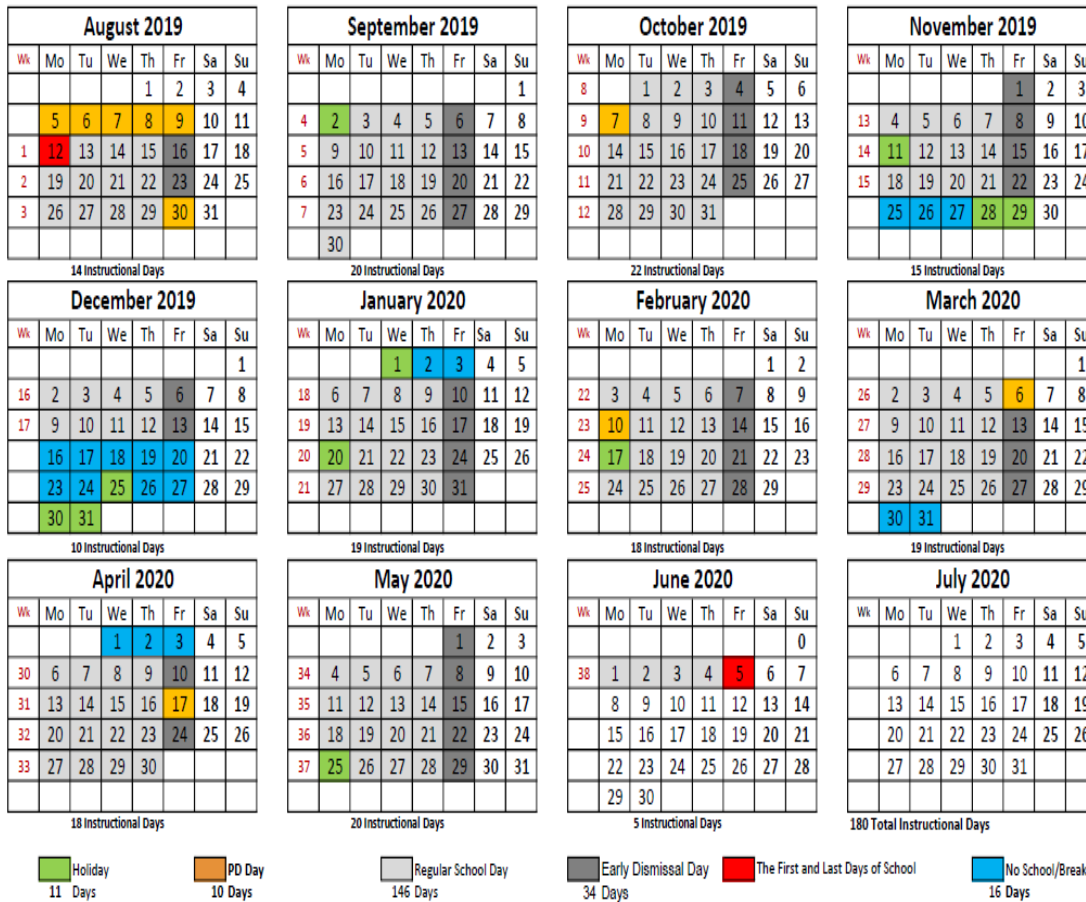
The academic calendar will comply with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2019–2020 will include 180 instructional days and 190 teacher workdays (180 instructional, five summer Professional Development, five school-year Professional Development). First year teachers and teachers at new VPCS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school. Most commonly these trainings are in Readers and Writers Workshop, Way of Council, Kagan, and Project Lead the Way.

We have not yet prepared our detailed calendar for 2019-20. The following presents our detailed 2018-19 calendar, following by a list of anticipated Key Dates for 2019-20.

VISTA HORIZON GLOBAL ACADEMY

A Vista Charter Public School

2019-2020 Instructional Calendar



SAMPLE DAILY SCHEDULES

Vista Horizon will offer 330 minutes of instruction for all grades per regular day and 245 minutes for all grades on “early release” days on Friday. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. Science/Social Studies Project-Based Learning time will rotate – e.g., Science Mondays and Thursdays and Social Studies Tuesdays and Fridays.

Transitional Kindergarten/Kindergarten/1st Grade					
M, T, W, TH (2:45 Dismissal)			Friday Early Release/Minimum Day		
7:00 - 8:15	Breakfast		7:00 - 8:15	Breakfast	
8:15 - 9:25	ELA	70	8:15 - 9:25	ELA	70
9:25 - 9:45	RECESS		9:25 - 9:45	RECESS	
9:45 - 10:30	ELA	45	9:45 - 10:30	ELA	45
10:30 - 11:10	ELD/Literacy	40	10:30 - 11:10	ELD/Literacy	40
11:10 - 11:50	LUNCH		11:10 - 11:50	LUNCH	
11:50 - 1:00	Math	70	11:50 - 1:00	Math	70
1:00 - 1:45	P.E./Art (alt days)	45	1:00 - 1:20	P.E.	20
1:45 - 2:45	Social Studies/Science (alt days)	60	1:20 - 3:30	Teacher PD	
Instructional Minutes		330	Instructional Minutes		245

2nd and 3rd Grades					
M, T, W, TH (2:45 Dismissal)			Friday Early Release/Minimum Day		
7:00 - 8:15	Breakfast		7:00 - 8:15	Breakfast	
8:15 - 9:50	ELA	95	8:15 - 9:50	ELA	95
9:50 - 10:10	RECESS		9:50 - 10:10	RECESS	
10:10 - 10:35	ELA	25	10:10 - 10:35	ELA	25
10:35 - 11:55	Math	70	10:35 - 11:55	Math	70
11:55 - 12:35	LUNCH		11:55 - 12:35	LUNCH	
12:35 - 1:05	ELD/Literacy	40	12:35 - 1:05	ELD/Literacy	40
1:05 - 2:00	Social Studies/Science (alt days)	55	1:05 - 1:20	P.E.	15

2nd and 3rd Grades					
M, T, W, TH (2:45 Dismissal)			Friday Early Release/Minimum Day		
2:00 - 2:45	P.E./Art (alt days)	45	1:20 - 3:30	Teacher PD	
Instructional Minutes		330	Instructional Minutes		245

4th and 5th Grades					
M, T, W, TH (2:45 Dismissal)			Friday Early Release/Minimum Day		
7:00 - 8:15	Breakfast		7:00 - 8:15	Breakfast	
8:15 - 10:15	ELA	120	8:15 - 10:15	ELA	120
10:15 - 10:35	RECESS		10:15 - 10:35	RECESS	
10:35 - 11:30	Social Studies/Science (alt days)	55	10:35 - 11:15	ELD/Literacy	40
11:30 - 12:40	Math	70	11:15 - 11:30	P.E.	15
12:40 - 1:20	LUNCH		11:30 - 12:40	Math	70
1:20 - 2:00	ELD/Literacy	40	12:40 - 1:20	LUNCH	
2:00 - 2:45	P.E./Art (alt days)	45	1:20 - 3:30	Teacher PD	
Instructional Minutes		330	Instructional Minutes		245

INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	146	330	34	245					180	36000	56510	20510
1	Yes	146	330	34	245					180	50400	56510	6110
2	Yes	146	330	34	245					180	50400	56510	6110
3	Yes	146	330	34	245					180	50400	56510	6110
4	Yes	146	330	34	245					180	54000	56510	2510
5	Yes	146	330	34	245					180	54000	56510	2510
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

EARLY COLLEGE AND MIDDLE COLLEGE -- NOT APPLICABLE.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

Vista Horizon will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these include EdJoin, Vista Horizon job fairs and its website, advertisements at colleges and universities, and word of mouth. Selection of teachers will be based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. Vista Horizon will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques. (See full job description in Element 5.)

The Superintendent and Principal review the qualifications of applicants' resumes and VHCS employment applications. The Superintendent and Principal screen promising applicants by speaking with previous employers prior to selection for an interview. Vista Horizon's administrators and Instructional Leadership Team (ILT) conduct interviews with candidates. From the first interview, highly qualified teachers are asked to come back for a demonstration lesson with the ILT. The Principal ultimately selects teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The Principal will notify each person of his or her status once a decision is made. Candidates who are offered employment receive written notice from Vista Horizon.

Professional Development

At VHGA, professional development is critical to the success of our students. At VHGA, 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 VHGA, 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).

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

VHGA 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: VHGA will participate in All Vista Days, which are dedicated to professional development common to all Vista schools. This training will include such topics as: the ISSN framework, Kagan Cooperative training, Way of Council, integrated technology, integrated English Language Learning, and similar initiatives.

Collaborative planning time: Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure ensures that grade-level teams have regular time to discuss trends of particular students and to jointly 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 other enriching activities.

Professional Learning Communities: VHGA 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 VHGA 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 Fridays). This support will enhance the Professional Learning Community.

Peer coaching: Grade-level teams will be given time to meet with and observe one another frequently. These teams 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. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development: VHGA 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 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

ISSN Professional Development: Our partnership with ISSN includes collaboration with other network schools and additional services. Administrative and instructional staff participate in professional development that include the following:

Site visits: Vista Horizon 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.

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. These meetings provide a rare opportunity to connect with peers, exchange ideas, solve common challenges, and learn together in a safe community.

Regional events: Regional ISSN 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 Topics and Professional Learning Community	
Compliance and Mandated Training	Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology
School Culture	Way of Council School Discipline Policies and Procedures Restorative Justice practices
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Project Lead the Way, Amplify Science Readers and Writers Workshop Eureka Math and CGI Technology instruction and integration

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 Learning Management System Social Studies Alive!
Differentiation / Special Education/Student Supports	Modifications and intervention strategies Tiered supports Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services

MEETING THE NEEDS OF ALL STUDENTS

Vista Horizon 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 VHGA. 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 Learners, and students with disabilities. As described below, Vista Horizon 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 Horizon, 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.
- Fountas and Pinnell baseline Kindergarten Readiness Assessment for all entering Kindergarten students.
- Diagnostic assessments in language arts and mathematics for all students. Vista Horizon will use Fountas and Pinnell reading assessments for all grade levels and Lucy

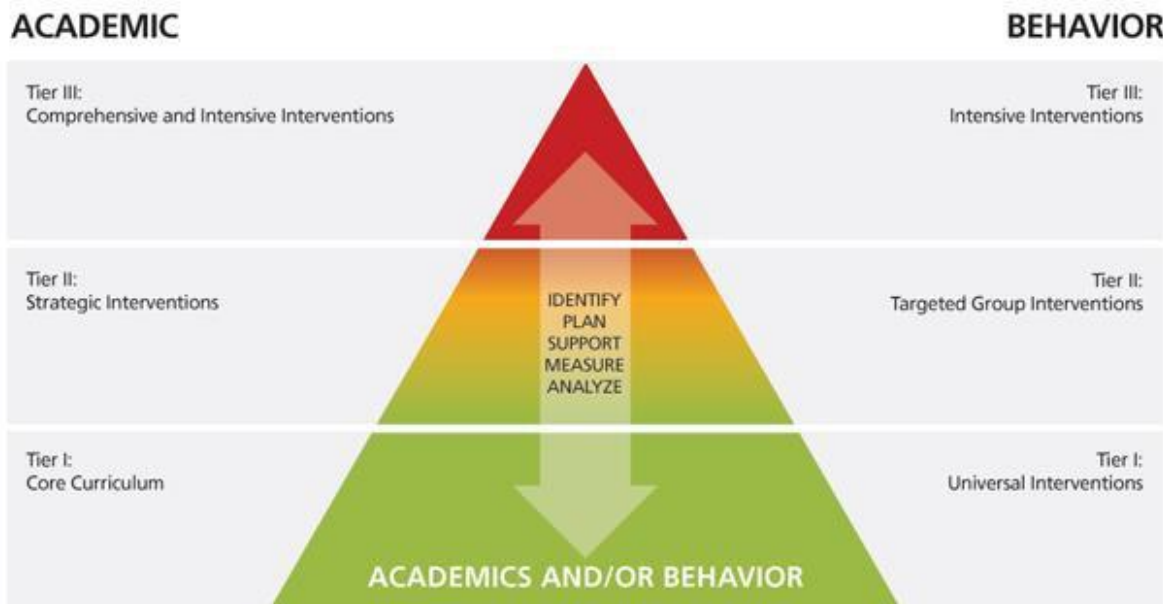
Calkins writing assessments for all grade level. Math assessments will be from the Eureka Math Program. (VHGA also will administer SBAC Interim Assessments for grades 3-5 as detailed in Elements 2/3.)

RESPONSE TO INTERVENTION

As in all Vista Charter Public Schools, Vista Horizon 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.

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 Eureka Math intervention strategies

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team
- Administration, teacher, student interventions (e.g., Way of Council and other restorative student to student practices)
- Counseling
- Possible referral for an IEP

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 RTI strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher, parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. 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 VHGA 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 VHGA students in finding success.

The VHGA 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 an 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.

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

ENGLISH LEARNERS

Based upon the data from the surrounding neighborhood schools, we expect almost half of our students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. Vista Horizon teachers, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. Vista Horizon teachers, staff and school leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

Identification of English Learners

Vista Horizon's EL program will adopt the VPCS English Learner Master Plan (as approved by LAUSD). Vista Horizon's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level content mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at Vista Horizon.

The ELD Coordinator (the Principal in the initial years and later an assistant principal or lead teacher) assesses English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC,

according to the guidelines set forth in the student’s IEP. The school will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

Parents are notified of their rights and their child's ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents will be notified when a student is being considered for reclassification and again when they are officially reclassified.

Educational Program for English Language Acquisition

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have designated ELD instruction in small groups daily during ELD/Literacy time. All students will participate in the general education classroom during instructional time where teachers will implement strategies to support "integrated" academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

EL students also will be provided with Designated ELD instruction on a daily basis. During designated ELD, they will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the iLit curriculum. Upon completion of weekly tasks student data will be analyzed to track progress of language acquisition. The iLit curriculum also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students will be pulled out for targeted intervention on the specific content necessary.

All Vista Horizon teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by Vista Horizon will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. Vista Horizon's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:¹¹

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.

¹¹ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

- Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
- Flowcharts – Students sequence important events in the content studied.
- Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide – Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally,

students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

Vista Horizon bases its English Learner support program on the new 2012 California ELD Standards. As guided by the CA ELD Standards, Vista Horizon teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level annually. Our ELD Coordinator (the Principal in initial years) will partner with the classroom teachers to include ELD goals on students’ learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

Vista Horizon will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and will place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students’ needs.

Parents will be notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. Vista Horizon will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

Vista Horizon will provide high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

The Principal at Vista Horizon is responsible for ensuring the quality and success of all instructional programs and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

Vista Horizon monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD EL Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator (the Principal will serve in this role initially until an assistant principal is hired), to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Vista Horizon Student Information System (Power School), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.¹²

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

¹² California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>. Accessed on August 6, 2018.

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria is as follows:

<i>Reclassification Criteria</i>
<p>Annual ELPAC Scores <i>Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language) (Applies to grades 3,4,and 5)</i></p>
<p>Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:</p>
<p>Report Card Report card grade marks of C or higher in English Language Arts</p>
<p>CAASPP The students has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above</p>
<p>Parent Opinion/Consultation</p>

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic

year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that Vista Horizon provides for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide Vista Horizon teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹³:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). Vista Horizon will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

¹³ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). As Vista Horizon will only serve six grade levels (K-5), we will not officially have any designated LTELs. That said, we will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Vista Horizon will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

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 VHGA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). 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 through teacher observation, internal assessments, and CAASPP data. Starting in second grade, students who have been identified earlier in grades K-1 and those identified in grades 2-5 will be tested for giftedness using LAUSD approved tests and following the LAUSD guidelines for testing gifted students. VHGA 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 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.

Meeting Gifted and High Achieving Students' Needs

The VHGA 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 VHGA 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.

MONITOR PROGRESS OF GIFTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

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 PLPs. The school will also monitor the percentage of identified students and gauge it against the average 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.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Assessment and Identification

Vista Horizon will 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 be achieving at significantly below grade level in some, or all, academic areas, when they enroll at VHGA, 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 VHGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VHGA, 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.

VHGA will enlist a variety of assessment tools to identify students who are achieving at lower academic levels. All incoming kindergarten students will take a baseline Fountas and Pinnell Kindergarten Readiness Assessment. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year. For ELA, this assessment will include the Fountas and Pinnell Benchmark Assessment System (BAS) differentiated for K--2 and 3--5 grade levels. For mathematics, Eureka math assessments will be used.

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. Parents are 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 that the learner receives at school. The Personalized 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 Vista Horizon is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that support academically low-achieving students include the following:

- 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 Readers and Writers 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.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide differentiated instruction in small groups in the classrooms. These groups are informed by data as well as the skills and concepts. If students continue to struggle they will be provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural

knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Freckle, ST Math, etc.).

Monitoring Progress

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. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information about the referred student. At the meeting, referrals will be reviewed and next steps to support students will be taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation.

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 VHGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As detailed above, we anticipate that virtually all of our students will come from socio-economically disadvantaged families; in many cases our students will experience extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more will all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

We minimize financial challenges for students by offering free uniforms and providing meals, including Friday take-home meals for our neediest students and meals via Blessings in a Backpack on weekends. A comprehensive meal and snack program and free before and afterschool care helps support working families.

As with all student subgroups, the Principal and Superintendent will monitor subgroup data through state testing, benchmark testing and ongoing monitoring of students' progress.

STUDENTS WITH DISABILITIES

Please see District Required Language at the beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

Vista Horizon will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless

youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

VHGA will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. VHGA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

VHGA will screen for foster youth via possible visits from social services; non-parent enrolling student in school; home arrangements (group home) and self-identification. As needed, foster youth can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth are also provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. Students in all subgroups are monitored through performance on state assessments, internal benchmark exams, and grades. Continued support is provided to students based on their performance on each indicator.

“A TYPICAL DAY”

Miguel, a second-grade student, walks from his nearby apartment each morning with his mother and walks across the parking lot to Vista Horizon. He looks up and sees the giant mural of the Eagle and the Condor and remembers the assembly they just had where his principal reminded them about what these great creatures symbolize. 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 and the eagle are ancient symbols?”

“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.” Miguel 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 Vista Charter Middle School, and her uniform has the eagle on it. “My principal and teacher say that 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.

Miguel isn’t even at the door yet, but he is excited and beaming with pride to be at Vista Horizon. 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 at school!" Ms. Amaya smiles and thanks him for such a pleasant morning greeting.

After lining up and greeting his teacher, Miguel walks into the class and gets his Chromebook off the cart. He sits at his desk next to the other three students on his class team. He looks at his team table cards and remembers to use the Kagan strategies he is learning about. He greets 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 writing journal and heads to the carpet. He can't wait to see what his teacher is going to do today in Writers 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 of, 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 you 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 (20 minutes)

The TA walks the class out to the play area. 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.

Continued Instructional Time Block

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 tells her that he sometimes misses the characters too and 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 VHGA 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 their Eureka 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 (40 minutes)

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's lunch provider, School Nutrition Plus, serves a "from scratch 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 that each team gets to share out. 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 online parent portal 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 Horizon student.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

**MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS
ALIGNED TO STATE PRIORITIES**

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

**MEASURE FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE
ASSESSMENT**

Vista Horizon 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. Vista Horizon will use the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics and Performance-Based Tasks	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	TK-5	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against PEP goals	TK-5	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-5	Daily and/or weekly
CAASPP – SBAC	State Criterion-Based Assessment in ELA and Math	3-5	Once a year
California Science Test (CAST)	State Assessment in Science	5	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-5	Once a year
CAASPP Interim Assessments	Determine standards mastery in ELA and Math	3-5	Interim comprehensive administered at beginning and middle of year. The Interim Blocks used 4 times per year at end of instructional units

Assessment	Purpose	Grade	Administration Timeline
Interim benchmark assessments (e.g., Fountas & Pinnell)	Summative ELA and Math assessment of mastery	K-5	Beginning, mid- and end-of-year
Fountas & Pinnell	Reading Assessment	TK-5	Beginning, middle and end of year
Eureka	Math Assessment	TK-5	Quarterly, and end of unit
ELPAC	Measure English language acquisition	TK-5	Upon enrollment; twice annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	5	Once a year
School-designed rubrics/report cards re: habits of learning and behavior	Assessment of learning habits and psycho/social development/behaviors	TK-5	Each trimester

Students in grades TK-2 will be monitored for adequate growth and mastery of grade level standards according to specific standard requirements and pacing plans utilizing mastery grading.

DATA ANALYSIS AND REPORTING

VHGA’s teachers and administrators 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.

Access to information and transparency will be key for all Vista Charter Public Schools and Vista Horizon. VHGA will have access to a comprehensive Student Information System (SIS) Power School, 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, VHGA 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 VHGA 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 focused instruction and potential intervention 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.)

Vista Horizon 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

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

VHGA 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.

Portfolio Assessments & Student-Led Conferences

In addition to subject-area specific assessments and state-mandated tests, Vista Horizon 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.

VHGA 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 parent/teacher/student 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.

Report Cards

Twice annual student report cards will summarize student performance, progress, and assessment at the end of each semester. VHGA 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 VHGA 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 (1 to 4, aligned with LAUSD's grade scale) based on key measurable outcomes:

Academic Achievement Scores K-5/6
Indicates student <i>progress</i> towards achievement of grade-level California content standards thus far in the school year.
4 = Exceeds grade-level standards
3 = Meets grade-level standards
2 = Progressing toward meeting grade-level standards
1 = Minimal progress toward grade-level standards
N/A = Not assessed in current reporting period*
✓ = Assessed during reporting period

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.

Vista Horizon 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. Families also will have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

Retention

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention will be retention. Parents are an integral part of the decision making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of the second trimester (March). Although parents will be informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁴

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

¹⁴The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

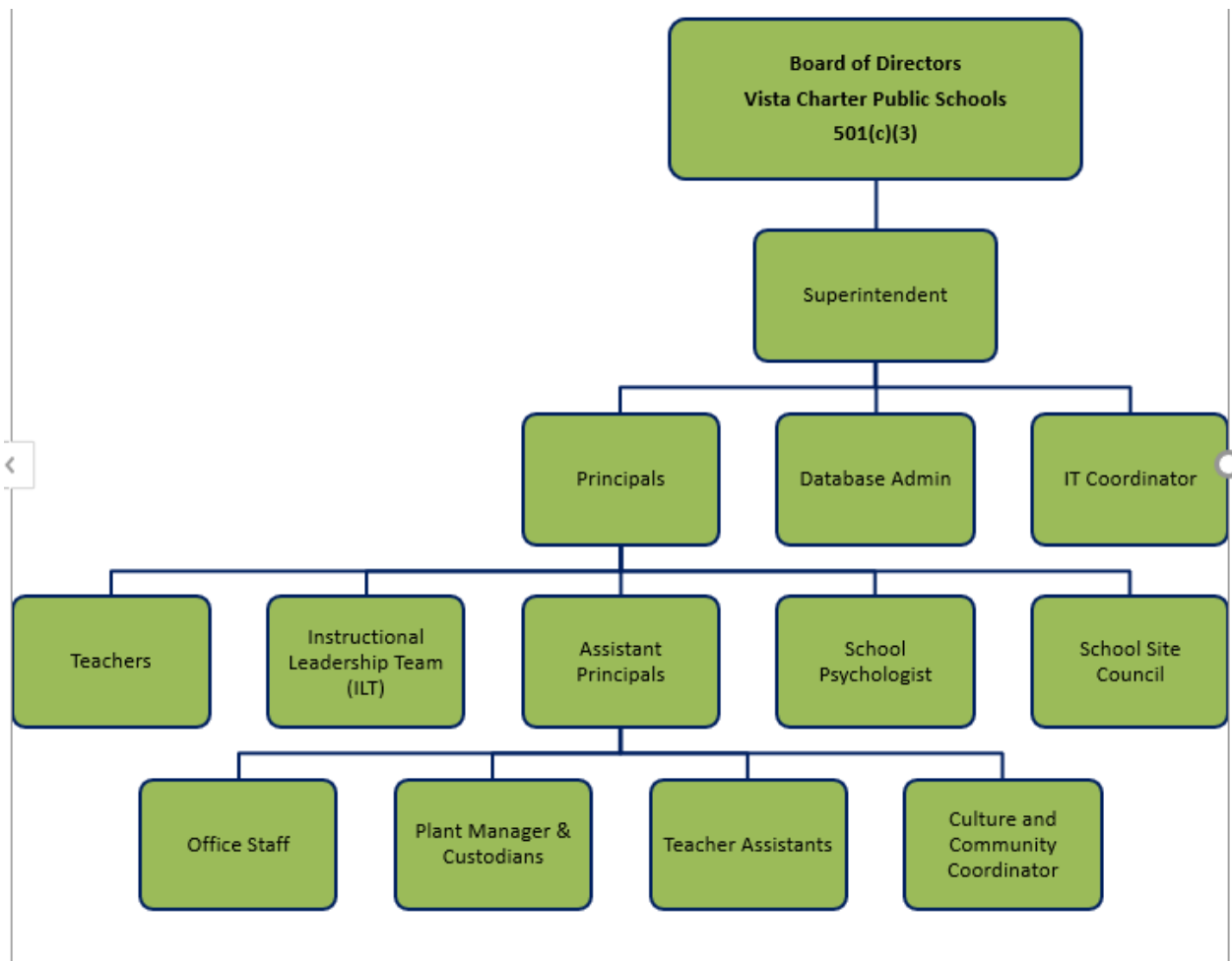
GOVERNANCE STRUCTURE

Vista Horizon will be a directly-funded independent Charter School and will be operated by Vista Charter Public Schools, Inc. (VCPS or the Corporation) a California non-profit public benefit corporation, pursuant to California law.

Vista Horizon will operate autonomously from LAUSD with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Vista Horizon.

Vista Horizon will be governed by the VCPS Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors (“Board”) is fully responsible for the operation and fiscal affairs of Vista Horizon including, but not limited to, the following:

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over \$25,000. The Superintendent approves invoices and purchases for \$25,000 or less.
- Approve and monitor the implementation of general policies of VHGA.
- Approve and monitor VHGA’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of VHGA and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise VHGA’s accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which Vista Horizon is established.

The Vista Charter Public Schools Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board’s decisions is carried out by the Superintendent and the Charter School Principal.

The Superintendent reports to the Board and is specifically responsible for:

- Recruit, hire, prepare and support high quality school leaders
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach

- Evaluate school administrators
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over \$25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy
- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- 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 leaders

The Principal's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School's performance and operations.

The Principal reports to the Superintendent and is responsible for:

- Implementing, motivating, leading and mentoring teachers to better instructional practices and increase content expertise, performance and rigor or lesson implementation
- Providing teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plans and facilitating weekly professional development/staff meetings
- Developing and implementing a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling
- Collaborating with the Assistant Principal and Committee Chairs to use appropriate data to establish rigorous and concrete goals in the context of student achievement and instructional programs.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth
- Working to build and maintain a strong, positive, results-oriented school culture
- Developing a plan that will foster the relationships and ensure all stakeholders are addressed based on the clear vision of the desired culture for the school
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.

Full job descriptions and Qualifications for each position are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote Vista Charter Public Schools and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

The Vista Charter Public Schools Board consists of 5-9 directors, each serving a two-year term; terms are staggered in alternating years. 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). No employees of VCPS will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

Vista Charter Public School Board of Directors

Board Member	Position	Professional Expertise
Jose Rubio	Board President	Elementary education and administration
Judy Molodow	Secretary, Treasurer	Special education
Michele Bauer-Bean	Member	Elementary Education and Lawyer
Paul Vieyra	Member	Real estate, commercial banking
Mimi Kim	Member	Entrepreneur, Finance

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates no later than seven days prior to the

Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the directors has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote Vista Charter Public Schools, and a dedication to the VCPS educational goals. Board members must also bring a desired strength to the Board, which the Board of Directors may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

GOVERNANCE PROCEDURES AND OPERATIONS

Board meetings shall be held using real-time video communication at each of the VCPS charter school sites to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at all school sites to see, hear and speak to each other.

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 Charter School's website, as well as in the Charter 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.

The agenda is posted at least 72 hours prior to any regular board meeting at Vista Horizon Global Academy and each VCPS school site (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's web site.

3. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VHGA employees. Hard copies of the agenda and meeting materials will be made available at the meeting location.
4. The specific procedure for calling a Special Board meeting with 24-hours advance notice 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. 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. Teleconference participation will comply with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

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

STAKEHOLDER INVOLVEMENT

VHGA believes that parent involvement translates into increased student achievement. VHGA 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) will be composed of a minimum of 6 members as follows:

- 2 Classroom teachers and/or school staff
- 1 administrator
- 3 Parents or community members

VHGA's SSC will assist in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The 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, especially as it relates to categorical funding as described in the SPSA. 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 vote of their respective peers.

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

Each year, the Site Administrator also will engage parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web based applications like PowerSchool. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

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 will hold additional meetings, as 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 through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VHGA will provide parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops will be designed to assist parents in the educational development of their children. 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 survey will be sent home and collected to inform the development of VHGA programs for the Local Control Accountability Plan and to obtain a sense of parent and student satisfaction. The results of this survey are made available to all VHGA stakeholders including: parents, VHGA staff, the School Site Council, and the Board of Directors.

Volunteer Opportunities

No parent or guardian of a VHGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VHGA. Parents, however, will be provided many opportunities for volunteering at VHGA. Parents may 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, supervision of student field trips, and supporting and organizing parent meetings. Parents determine the type of service they will contribute to VHGA based on their particular interests, strengths, and availability.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

Vista Horizon anticipates the following staff over its first five years of operation:

Principal
Assistant Principal (hired when enrollment reaches 350)
School Psychologist
Teachers
Teacher Assistants
Maintenance
Office Staff
Supervision Aides

School-site staff are further supported and overseen by the VCPS Superintendent, Chief Business Officer and other home office staff, along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter 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 partners.

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 making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for VHGA
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- 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 groups 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

Database Administrator (Classified)

The Database Administrator reports to the Superintendent. The Database Administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the charter school's data and informational systems. The Database Administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Database Administrator will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicate with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the District to ensure compliance with state attendance regulations.
- Manage student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) to achieve optimal use of student data and maintaining data integrity.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.

- Work with administration to ensure proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions to ensure student data security and access.
- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- 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 various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

The IT Coordinator is responsible for supervising school site IT coordinators and school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school sites and district office
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in district website updates
- Co-chair VCPS Technology Committee and assist with strategic planning

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial
- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)

The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

Staff Leadership & Development

The Principal will implement, motivate, lead, and mentor teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal will provide teachers professional and instructional support. The Principal will:

- Review instructional documents
- Observe and provide feedback for classroom observations
- Design and review professional growth plan goals
- Facilitate weekly professional development/staff meetings.

Academic Rigor

The Principal will:

- Develop and implement a plan that will ensure high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develop and implement a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- 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 reflect in action that all students can achieve.
- Lead via assessing and developing processes for improving the VHGA school climate and culture.
- Develop a plan based on the vision of the desired culture of VHGA that will foster strong relationships and meet the needs of all stakeholders (students, parents, and teachers) as it pertains to the VHGA culture.
- Plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

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

Assistant Principal (Certificated)

The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal will help foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that will ensure student achievement, which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- 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.
- 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.
- 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.
- 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, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.

- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the Rtl process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.
- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
 - General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - Service Credential with a specialization in pupil personnel services designating service as a school psychologist;

- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

Classroom Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher will foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate 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, or be in the process of completing, 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

Educational Specialist

The Educational Specialist reports to the site administrator and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist will aid in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SPED program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SPED timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students
- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
 - Preparing for all student and staff meetings related to student services or professional development
 - Student Service minutes, change of services, change of placement, ESY, etc.
 - Student assessment for annual, triannual, or other student assessment designated by the IEP team
 - All SPED timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Qualifications:

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

Teacher's Aide (TA)

The Teacher's Aide reports to the Site Administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA will foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Qualifications:

- Prior experience working with students in a learning environment
- 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.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Office Manager (Certificated)

The Office Manager reports to the Site Administrator. The Office Manager's primary responsibility is the aide and support of all functions of the charter school site with direction given by the site administrator. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty

members, board members and community partners.

Responsibilities:

- 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 as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: 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 projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

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

Office Clerk (Classified)

The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is the aide and support of all functions of the charter school Office Manager in conjunction with the needs and directions given by the site administrator. The Office Clerk is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the school in a friendly and professional manner.
- 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
- Assist with proper documentation and accuracy of attendance
- 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 cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

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

Plant Manager (Classified)

The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager will help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring

- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - Laws, rules and regulations related to assigned activities.
 - District operations policies, procedures and objectives
 - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- 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.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

The custodian reports to the Plant Manager and/or Site Administrator. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians will help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - Laws, rules and regulations related to assigned activities.
 - District operations policies, procedures and objectives
 - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

The Supervision Aide reports to the Site Administrator or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on a school campus. The Supervision Aide will foster a collaborative and stimulating school environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to site administrators
- Collaborate with school staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school
- Maintain constant movement and active supervision throughout campus
- Communicate to school administrators regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, Powerschool Logs).
- Provide supervision personnel in inclement weather as assigned by site administrators
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Qualifications:

- Prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Other Certificated Staff

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“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.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in

consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent serves as Vista Horizon's Custodian of Records.

STUDENT HEALTH AND WELLNESS

Vista Horizon is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, including at least 200 minutes every 10 days of Physical Education. Vista Horizon will participate in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program and will ensure all qualifying students receive one nutritionally adequate meal each day pursuant to AB 1871. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

COURT-ORDERED INTEGRATION

VHGA will make every effort to recruit students of various racial and ethnic groups in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of LAUSD. 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 Horizon is committed to serving all students. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, we will recruit students and families through outreach efforts with 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. These organizations will be encouraged to refer families to Vista Horizon via flyers and phone conversations with local community-based organizations. All community recruitment outreach will be conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather

referrals of potential at-risk students who are not yet enrolled in VCPS. We offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at Vista Charter Public Schools. In addition, we plan to conduct targeted outreach in the community with the following:

Nishi Hongwanji Child Development Center
Little Tokyo Service Center
Logan Early Education Institute
YMCA Wilshire
Weingart-East Los Angeles YMCA
PO PO PO Preschool
Burlington Nursery School
Hilltop Nursery School
Bellevue Recreation Center
Shatto Recreation Center and Park
Parks and Recreation Department

Vista Horizon will notify parents and students in the community through the following methods:

1. Information handouts provided to businesses frequented by local community members. The flyers will include the Vista Horizon 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 distributed to local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).
4. Vista Horizon'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

Vista Horizon will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Vista Horizon will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	Vista Horizon (or, if not yet available, Vista MS)	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local pre-K schools	Local preschools, day care centers, Head Start programs	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith- based organizations • Local Businesses including laundromats, health clinics, shops, restaurants 	January, February, March: Review posted available dates and provide flyers, information and presence.
Residents within the zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information and presence.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status.

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

ADMISSION REQUIREMENTS

Vista Horizon 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 ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

STUDENT RECRUITMENT

As detailed in Element 7, VHGA, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Distribute flyers in Spanish and English 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).
- Ensure potential students and families understand there are no qualifications required for admission to VHGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

Vista Horizon will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. Vista Horizon will admit all pupils who wish to attend Vista Horizon to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms will be accepted during a publicly advertised open enrollment period (mid- November to the day after the Martin Luther King Holiday in January) for Year 1 this

period will be adjusted to occur after charter approval). An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January), encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the Vista Horizon site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery will not be required in order to secure enrollment for a student. Vista Horizon will include details on the school website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Students who are currently enrolled will be exempted from the lottery. Charter School will offer the following enrollment priority in the lottery:

1. Siblings of admitted students, to help families and build community at the site
2. Children of teachers and staff (up to a cap of 10% of enrollment) to benefit our hard-working teachers and staff.

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy.

No other exemptions or preferences shall be given.

The lottery will be conducted by a non-interested member of the staff who draws the pupil names and verifies lottery procedures are fairly executed. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year. Once the drawing is at Charter School’s capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

Enrollment Process

Within two weeks of the lottery, families will be notified in writing by the Principal of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Student Enrollment Form
- Proof of Immunizations
- Home Language Survey
- Emergency Medical Information Form

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the Vista Horizon Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list will be contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the Vista Horizon administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of Vista Horizon to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any Vista Horizon staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the

existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The Superintendent will be responsible for submitting the audit to all required agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

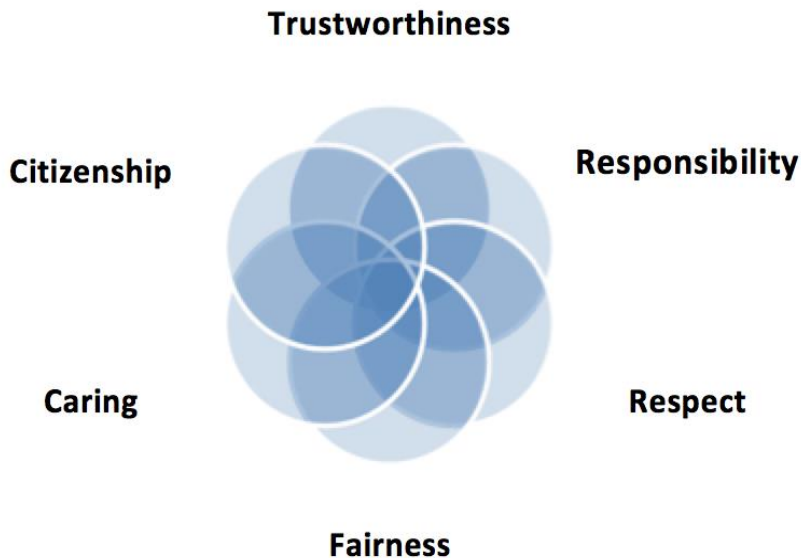
SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

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). VHGA 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 VHGA 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). VHGA will take a proactive school-wide approach to behavior management. As a Character Counts school, Vista Horizon will focus 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.

VHGA's discipline policy combined with the Six Pillars of Character are practices aligned with the LAUSD District's Discipline Foundation Policy, requiring every school within Vista Charter Public Schools to adopt and implement a school-wide positive behavior support discipline plan. Under the District 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."

VHGA 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.

VHGA'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

Restorative Justice Practices and Way of Council

Vista Horizon Global Academy is committed to a holistic approach to student discipline and development. First and foremost we apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

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:
 - Demonstrating Random acts of kindness
 - Demonstrating Random act of service
 - Following routines/instructions without adult prompts
 - Maintaining Organized materials
 - Completing homework consistently
 - Outstanding or improved test scores
 - Using courtesy properly
 - Self-monitoring to improve behavior
 - Taking initiative to improve academics
 - Having a positive attitude/ Being a positive role model to peers
 - Participating consistently 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.)

Interventions

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

These policies are distributed in the school's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

Alternatives to Suspension:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- Way of Council
- Harm Circle- restorative

Should the previous interventions not be successful, suspension or expulsion may occur.

- In-school suspension
- Suspension
- Expulsion

Vista Horizon will monitor student behavior in a variety of means such as such as classroom observations, data gathered using the system presented in this petition, analysis of suspension and expulsion data, and Power School.

Vista Horizon is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, Vista Horizon is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline.

JURISDICTION

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For 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.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and

confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. A certificated/credentialed staff member will supervise the student during the in-school suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the student's teachers address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. Parents/guardians will be notified of the in-school suspension in writing by the Principal or his/her designee in the parent/guardian's native language. The notice will contain the reason for the in-school suspension, as well as the length of time for the in-school suspension. The maximum number of days of in-school suspension per incident in one academic year is 6, and the maximum number of consecutive days is 3. In-school suspensions would always be subject to an administrative decision regarding the severity and nature of the underlying offense. In the case of a student who causes or attempts to cause hate violence, engages in harassment or threats or intimidation against students or staff, or who makes terrorist threats against school officials or school property, the administration would review the facts to determine if in-school suspension would pose a threat to the safety of students, staff and visitors to the school. In many situations, in-school suspension may not be an appropriate disciplinary option if a credible threat to school safety exists.

GROUND FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ENUMERATED OFFENSES

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

1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
2. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
5. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
6. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
7. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.
15. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of:
 - a. Race/color/national origin
 - b. Disability
 - c. Other factor
 - d. Against school district personnel.
16. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
17. 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.

Recommend for Expulsion Offenses

The Principal or Designee must recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion is inappropriate or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

Immediate Suspension and Mandatory Recommendation for Expulsion Offenses Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Causing serious physical injury to another person
2. Brandishing a knife
3. Possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. Robbery or extortion, offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Violation of the Federal Guns Free School Act
6. Pupil has committed sexual harassment as defined in Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures. The Principal, Assistant Principal, and Superintendent are authorized to suspend students. The procedures for investigating incidents and collecting evidence shall be fair and thorough.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

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

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Students with disabilities who are suspended shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child’s IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, 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/504.

EXPULSION PROCEDURES

Recommendations for Expulsion

Students will be recommended for expulsion if the Superintendent finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The Principal or the Superintendent have the authorization to recommend to expel a student.

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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, 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/504.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion, after the Superintendent determines that an act subject to expulsion has occurred. The hearing will be presided over by an Administrative Panel appointed by the Board, consisting of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the School's governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Superintendent to summarize the evidence adduced at the hearing.

The Superintendent or Principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to

the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The availability of reasonable accommodations and/or language support
- The opportunity for the student to be represented by counsel

The decision of the Administrative Panel is final and shall be in the form of written findings of fact and a determination regarding the expulsion. The process for appeal is detailed in the section below. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting

the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may

be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal 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 accused 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 or her testimony heard in a session closed to the public.

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

Written Notice to Expel

Following a decision of the Administrative Panel to expel, the Superintendent or Principal shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Reinstatement eligibility review date
4. Notice of any appeal rights and procedures
5. The type of educational placement during the period of expulsion and/or information about alternative placement options

The Superintendent or Principal shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the District as required by any operative DRL. This notice shall include the following:

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

Suspension/Expulsion Appeal

Parents will be notified by the Principal or Assistant Principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the Superintendent within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Superintendent. The student will be considered suspended until a meeting is convened by the Superintendent to consider the appeal (within 30 working days). The appeal will be considered by the Vista Horizon Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Superintendent, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. The decision of the Vista Horizon Board of Directors will be impartial and final. Vista Horizon will create and maintain records of the expulsion proceedings and make audio records and written

findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. Vista Horizon is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Vista Horizon for readmission.

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. Vista Horizon shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request the parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. Vista Horizon's Governing Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, Vista Horizon shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Vista Horizon will make participation in State Teachers’ Retirement System (STRS) available to teachers. Vista Horizon will make a 403b available to classified persons working at the school. Vista Horizon will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. The Charter School will continue participation in STRS for the duration of the Charter School’s existence under the CDS code.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers and Site Administrators
2. 403b option: Classified Staff
3. Federal Social Security: Classified Staff, including the Superintendent, Office personnel

Responsible Staff Member

The Superintendent is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

STRS Reporting

Vista Horizon will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Superintendent shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Vista Horizon will communicate to all prospective and current parents and students that Vista Horizon is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed on the Lottery Application Form of their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Superintendent
Vista Horizon Global Academy
811 W. 7th Street, #940
Los Angeles, CA 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

- Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Superintendent
Vista Horizon Global Academy
811 W. 7th Street, #940
Los Angeles, CA 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

• 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD 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. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
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 and other records, including but not limited to 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 closure of Charter School

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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any

and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

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- 8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
- 9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

- Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
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- Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
 - a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
 - b. Make final federal tax payments (employee taxes, etc.)
 - c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Superintendent will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in

and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies

responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible

to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Vista Horizon Global Academy] (also referred to herein as “[VHGA]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall

provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes

of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁵

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

¹⁵ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations

within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the 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.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the

requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment

and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to

pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Scholarship Prep Lomita-Harbor City]
[25425 S. Western Ave., Lomita, CA, 90717]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal

[Scholarship Prep Lomita-Harbor City]

[25425 S. Western Ave., Lomita, CA, 90717]

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD 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. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially

returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
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 and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any

and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an

agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document

facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student

transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)