



Vista Meridian Global Academy

**Charter Petition for a Five-Year Term
(July 1, 2022 – June 30, 2027)**

**Submitted to the Orange County Department of Education on
March 4, 2022**

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

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AFFIRMATIONS AND ASSURANCES

As authorized pursuant to Section 4802.2 of title 5 of the California Code of Regulations, I, Dr. Donald Wilson, hereby certify that the information submitted in this petition for approval of the California public charter school named Vista Meridian Global Academy (the “Charter School”), located within the boundaries of the Orange County Board of Education (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is granted, VMGA will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- VMGA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- VMGA shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- VMGA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- VMGA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- VMGA shall admit all students who wish to attend the Charter School, and who submit a timely application; If the Charter School receives a greater number of applications for the spaces available for students, each application will be given equal chance of admission through a public random drawing process; provided that any pupil who resides in the [NAME] School District shall be entitled to preference in admission, per 5 Cal. Code Regs. Section 4800.3 and Education Code Section 47605(d)(2). Except described above, and as required by law, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- VMGA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation) or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics or any other specified characteristic, equal rights and opportunities). [Ref. Education Code Section 47605(d)(1)]
- VMGA shall not discriminate against any pupil as required by Education Code section 47605, including discrimination based on a student’s immigration status or the immigration status of the student’s family members or guardian(s). [Ref. Education Code Section 47605]
- VMGA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- VMGA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ed. Code Section 47605; Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- VMGA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers, subject to the requirement in Ed. Code 47605.4(a) that teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. California Education Code Section 47605(l) and 47605.4(a)]
- VMGA shall at all times maintain all necessary and appropriate insurance coverage.
- VMGA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)(D).
- If a pupil is expelled or leaves VMGA without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- VMGA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. [Ref. California Education Code Section 47612.5(a)]
- VMGA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- VMGA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- VMGA comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- VMGA shall comply with all applicable portions of the Every Student Succeeds Act.
- VMGA shall comply with the requirements of Senate Bill 126 (2019), including the California Political Reform Act, the California Public Records Act, the California Ralph M. Brown Act and California Government Code section 1090 et seq.
- VMGA The Charter School shall comply with the Family Educational Rights and Privacy Act.
- VMGA The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- VMGA shall adhere to the requirements of Ed. Code §49010 and its mandate prohibiting unlawful pupil fees and complaint policy procedures.
- The Charter School shall comply with federal and state constitutional procedural and substantive due process requirements when a student is removed from school. No pupil shall be involuntarily removed from 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 school days before the effective date of the action and provided an opportunity for a hearing before a neutral hearing officer prior to removal. [Ref: California Education Code § 47605(b)(5)(J)]

Lead Petitioner

Date

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“

The educational program of the charter school, designed, among other things, to identify those pupils 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.

(ii) 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 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.

(iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.

(iv) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.” (Ed. Code § 47605.6(b)(5)(A).)

GENERAL INFORMATION

General Information Table	
• The contact person for Charter School is:	<i>Dr. Don Wilson, Superintendent</i>
• The contact address for Charter School is:	<i>2609 West 5th Street Santa Ana, CA 92703</i>
• The contact phone number for Charter School is:	<i>(714) 988-2719</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>92703, 92706, 92840, 92843, 92697, 92626</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• The number of students in the first year will be:	<i>335</i>
• The grade level(s) of the students in the first year will be:	<i>9-11</i>
• Charter School’s scheduled first day of instruction in 2023-24 is:	<i>August 9, 2023</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>500</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 ¹ for Charter School will be:	<i>8:30AM – 3:40PM</i>
• The term of this Charter shall be from:	<i>July 1, 2022 to June 30, 2027</i>

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Vista Meridian Global Academy (VMGA) is a proposed new charter site-based high school that intends to transform the school experience, meet the evolving needs of students in Santa Ana, and ensure that every student in attendance receives a rich, individualized, rigorous and joyous education that prepares him or her to be college and career-ready as a productive and successful global citizen rich in humanity. VMGA will be the fifth school operated by Vista Charter Public Schools, Inc. (VCPS):

- **Vista Charter Middle School (VCMS)**, authorized by the Los Angeles Unified School District (LAUSD), opened in September 2010; in 2019-20 serves 355 students in grades 6-8: 93% Hispanic/Latino, 4% Filipino, 2% African American; 97% of students qualified for Free or Reduced Price Lunch (FRPL), 24% English Learners (EL), and 6% Students with Disabilities (SpEd).
- **Vista Heritage Global Academy (VHGA)**, authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2019-20 serves 344 students in grades 6-9: 100% Hispanic/Latino; 99% FRPL, 44% EL, 11% SpEd and 2% foster/homeless youth.
- **Vista Condor Global Academy (Vista Condor)**, also authorized by OCDE, opened fall 2018, currently serves 321 students in grades TK-5: 100% Hispanic/Latino, 98% FRPL, 48% EL, and 13% SPED.
- **Vista Horizon Global Academy (Vista Horizon)**, authorized by LAUSD, opened in 2019 in the Koreatown neighborhood of Los Angeles with 81 students in TK-5: 56% Hispanic, 25% Asian, 6% Filipino, 3% African American; 75% FRPL, 44% EL, and 11% SPED.

Over the past five years, our schools collectively (Vista Schools) have garnered the following recognitions and success:

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). VCMS received a full six-year accreditation in 2017/18, and VHGA earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award.
- In 2016, VCPS 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 charter petition. As detailed in his biography just below, Dr. Wilson has been an exceptional leader with LAUSD for more than 30 years, including

¹ The school day for middle schools and high schools, including those operated as charter schools, will begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts.

leading one of the top-performing elementary schools in the state, Wonderland Elementary.

- Ms. Jeannean Casolari, 2nd Grade teacher at Vista Condor was named the 2022-23 Orange County Charter Teacher of the Year.
- Mrs. Erin Huff, 8th grade math teacher at VHGA was named the 2019-20 Santa Ana Teacher of the Year by the Santa Ana Chamber of Commerce.
- VCPS has established collaborative partnerships to benefit our students and their families:
 - *Community Catalyst Partners* and their *International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the educational experience for our students through their framework of educating for global competence.
 - *Ojai Foundation and Circle Ways*: Provides mentoring and coaching support for our Way of Council program.
 - *CSU Long Beach School of Education*: Educational Affiliation Agreement to support CSULB's Early Fieldwork and Credentialing Program through student observers, student teachers, and the opportunity for Vista staff to guest lecture in certain CSU Long Beach courses.
 - *CSU Fullerton Center for Economic Education*: CSU Fullerton students guest teach financial literacy concepts at VHGA, and for VHGA students participate in their annual Stock Market Olympiad and Titan Fast Pitch events.
 - *Pepperdine Graduate School of Education*: VHGA hosts and mentors student teachers.
 - *IFA-China*: Partnership agreement to create sister schools and educational exchanges with schools in China.
 - *Easter Seals*: partners with our SpEd team to help prepare our students with workforce skills.
 - *Healthy Smiles for Kids of Orange County*: provides dentists and dental services to VHGA students at the school site free of charge to their families.
 - *Loaves & Fishes XI0*: provides food bank with free food and basic supplies to families in need at Vista.
 - *Olive Crest*: provides parenting classes for VHGA parents free of charge.
 - *California Policy Center*: provides parents classes on how the educational system works, called the "Education Commandments."
 - *Santa Ana Chamber of Commerce*: VHGA is a member of the Santa Ana Chamber of Commerce, which provides a multitude of networking opportunities to local businesses and community organizations as VHGA establishes a greater presence in the Santa Ana community.
 - *MTSS SWIFT FIT* – The SWIFT Center for Education at the University of Kansas, a partner with OCDE on their Multi-Tiered Support System (MTSS) Initiative, rated VHGA with a 90% composite overall score in just our second year of the program (2018-19), up from a 75% in our first year of MTSS implementation (2017-18). The SWIFT-FIT is a "Fidelity of Implementation" tool to evaluate the effectiveness of the implementation of MTSS programs. This assessment contains 51 features within 5 domains (Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy).

Coronavirus School Closures

We wish to note that during these unprecedented times of worldwide impact from the global Covid-19 pandemic, Vista Schools has responded swiftly, flexibly and adaptably to the transition to offsite learning. We are quite proud that by the time we closed school on March 16, 2020, all of our students at all four sites were provided Chromebooks and, if needed, free Wi-Fi hotspots to use at home to participate in online learning, meaning that not one student lost learning time due to a lack of access to appropriate technology or Wi-Fi connection.

All students, parents/guardians and teachers had access to online tools that provided students with access to course materials at home. To ensure quality teaching was being planned and provided, our Superintendent met (virtually) each day with the Principals, who in turn each held daily morning meetings with their faculty. Principals also issued daily emails with parents/students, posted daily office hours for live communications with parents/families, and schedule video conferences as needed. Parents/guardians were provided detailed information about online curricular resources, IT support for computer and internet issues, counseling support, Coffee with the Principal (virtually) and other opportunities to connect, and much more. The Superintendent and Principals also communicated weekly with families via our website, social media and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we chose a more asynchronous model in which secondary level teachers record 8-15 mini-lessons and post daily assignments, and then held scheduled meetings/office hours with their classes at designated times in Google Classroom.

Our Special Education Coordinator ensured continued services, including contracted services, for students with disabilities. Our paraprofessionals continued to provide RSP through Google Meets or one-on-one phone calls. Our School Psychologist hosted small group and one-on-one counseling sessions through Google Meets and by phone. 100% of our students with IEPs received services and our coordinator was in communication with families weekly. Similarly, our instructional aides continued to provide designated ELD instruction online to our EL students.

Vista Schools also provided meals (breakfast and lunch) for students on a daily basis, distributed daily between 11:00am-1:00pm, with weekend meals also provided every Friday.

Vista Charter Public School Governing Board has continued to meet for regularly scheduled meetings through Zoom. Vista Schools has used Boarddocs for four years and quick access buttons and links are on all websites. Agendas have been posted on our website and on Boarddocs 72 hours prior to meetings with Zoom access codes for board members and members of the public. All meetings have been recorded and videos are posted within 24 hours of the meeting on Boarddocs. Vista Schools has always provided the option for remote participation in our board meetings through Zoom and/or video conferencing programs and board meetings have always been live streamed. This remains the norm for our board meetings.

In the event VMGA would need to close due to the Coronavirus, similar plans would be followed to continue learning and ensure all students receive a reasonable degree of teacher led instruction.

Countywide Justification

Pursuant to Ed. Code section 47605.6(a)(1), a county board of education may approve a countywide charter only if it finds, in addition to the other requirements of Section 47605.6, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

VMGA will locate its primary facility at 13411 S. Euclid Street, Garden Grove, CA 92843. However, additional facilities will employ the concept of “learning pods” located at easily accessible locations throughout Orange County. Learning pods shall be leased classrooms and associated facilities at key partners that will maximize learning opportunities for high school students. Learning pods will be located at or near the University of California Irvine and Costa-Mesa Orange Coast College. Learning pods will allow VMGA to offer site-based classrooms on or near college campuses that will also serve to provide college course opportunities for VMGA students.

VMGA will partner with multiple community colleges that are represented by different community college district boundaries. In order to partner with both Santa Ana College and Coastline College for dual enrollment, who each specialize in each of our respective CTE Pathways, VMGA will have a facility or learning pod on or near each of those respective campuses.

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.

Collin Felch, Ed.D., Assistant Superintendent

Dr. Felch started his career as a math, economics, and leadership teacher in Los Angeles. In 2013, Dr. Felch was named an LAUSD and Los Angeles County Teacher of the Year. Dr. Felch also served as an International Judge on the English Talent Television Show in China, Star of Outlook. In 2014, Dr. Felch was promoted to serve as a Math Instructional Coach for the Intensive Support and Innovation Center (ISIC) of LAUSD where he worked directly with 26 different schools to support math teachers, provide professional development, and enhance instruction in math. The following year, Dr. Felch was promoted again to become Assistant Principal at a High School in South Los Angeles. In 2016, Dr. Felch completed his Ed.D. at the University of Southern California. His dissertation was on "How Principals of International Studies High Schools Promote Global Competence." In 2017, Dr. Felch became the Principal of Vista Heritage, and he helped open Vista Condor in 2018. Dr. Felch was recently promoted to Assistant Superintendent of Vista Charter Public Schools after 5 years at the helm of the Vista schools in Orange County.

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 OCDE. 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, OCDE

Ms. Molodow worked for over 40 years with OCDE, 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 OCDE, 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, OCDE, 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.

Dr. Suzie Oh, Educational Consultant and Adjunct Professor, California State University, Los Angeles and Fullerton

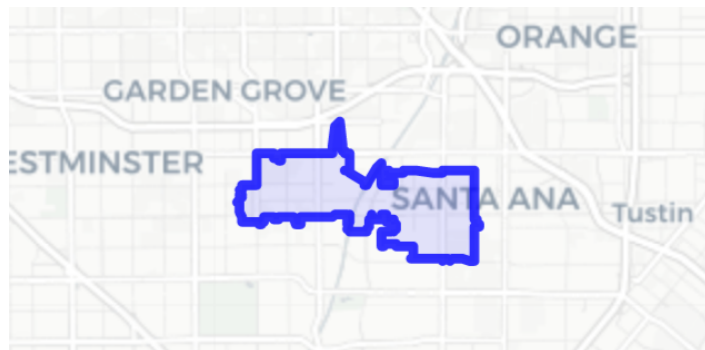
Dr. Oh has a wide arrange of educational experience as a Principal, Assistant Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher. She has supervised student teachers at CSU LA, Fullerton and Long Beach as well as the University of Southern California. Dr. Oh has been invited to Korea for two decades for numerous speaking engagements at universities, school districts and schools to train principals, teachers and parents. She has written and co-authored several books and articles including *Handbook for Teaching Korean-American Students by California State Department of Education*, and the *California Department of Education Foreign Language Framework*

(Curriculum Framework and Criteria Committee Member). Her areas of expertise include leadership for school principals and CEOs, literacy, the teaching and learning framework, multicultural education, English education, and thinking maps. She has been honored with several awards including ‘Principal of the Year’ by the Association of California Schools Association, Region XVI, and the Susan B. Anthony Award by Hollywood Business & Professional Association. Dr. Oh holds an Ed.D. and Master’s Degree in Education from the University of Southern California.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

VMGA will be located in Santa Ana in the 92703 zip code, where the population is 78% Hispanic, 16% Asian (with a large Vietnamese population in the area), 0.5% Black, and 5% White. According to Census data, 31% of adult residents over age 25 have less than a 9th grade education, more than half (51%) have not earned a high school diploma, and only 8% of residents hold a Bachelor’s degree or more.² An overwhelming majority of the population (87%) speak a language other than English at home, with 54% of the population speaking English “less than well.” A quarter of the families (26%) with children under the age of 18 are living in poverty, and half (51%) the population is foreign-born.³ Median income is \$52,970 with 26% of families with children under 18 were living below the federal poverty line in the past 12 months;⁴



in 2019, the federal poverty line for a family of four is \$25,750.⁵ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Orange County with two full-time working adults needs each adult to earn \$20.21/hour to be self-sustaining (not needing public assistance).⁶ The federal poverty line

rate equates to just \$5.00/hour. In other words, significantly more than 26% of families in our community are living in poverty based on the economic realities of the area.

As noted above, in 2018-19, 100% of our students qualified for FRPL, with many experiencing extreme poverty, including housing and food instability. We know that our families face myriad challenges that impact our students on a daily basis, thus we work hard to ensure VMGA is a safe and engaging place where students – and their families – feel a

² <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

³ <https://factfinder.census.gov> (2017 American Community Survey)

⁴ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁵ <https://aspe.hhs.gov/poverty-guidelines>

⁶ <http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

sense of community and belonging, with support to help them realize better futures for themselves.

Currently within a few miles of our planned location for VMGA, there are two large traditional public high schools, Santa Ana HS and Valley HS, serving 3,200 and 2,200 students respectively, and Middle College HS (459 students); along with three small charter schools serving grades 9-12: Magnolia Science Academy (MSA) Santa Ana (grades TK-12), NOVA Academy and Samueli Academy. All of these schools serve a student population that is predominantly Latino (>90% Latino and <5% White at five of the schools, with Samueli 86% Latino and 8% White). Students at these schools are also predominantly FRPL (average of 89% across the six schools), with 10-30% ELs and more than 50% of students RFEP (except at MSA Santa Ana, which serves students in a full TK-12 grade span and thus serves more ELs and fewer RFEP). Special Education rates (13% average) and Foster/Homeless (15% average) are both higher than statewide rates in this community, as we know from our work at our existing schools in the area.

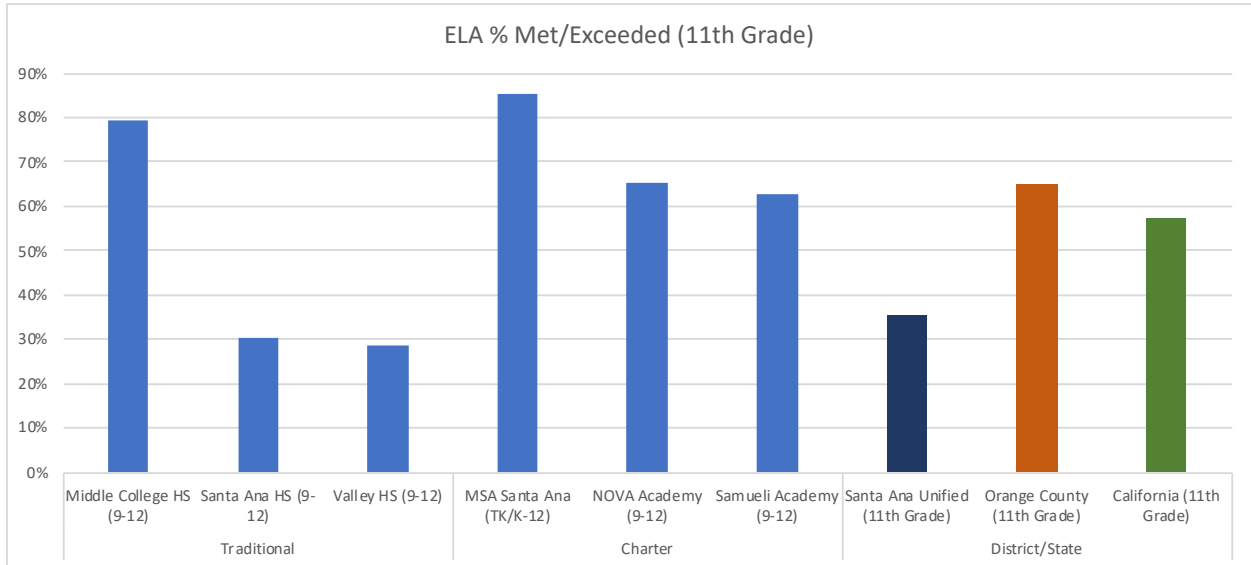
EXISTING PUBLIC SCHOOLS IN THE COMMUNITY, DEMOGRAPHIC DATA 2018-19

	Total Enrollment 2019-2020	% FRPL	% EL	% RFEP	% SpEd	% Foster/ Homeless	% Latino	% Black	% Asian	% White	% Two Races
<i>Traditional Schools</i>											
Middle College HS (9-12)	459	79%	16%	65%	20%	12%	94%	0%	4%	1%	0%
Santa Ana HS (9-12)	3,260	93%	28%	62%	13%	20%	99%	0%	0%	0%	0%
Valley HS (9-12)	2,252	94%	34%	57%	14%	17%	97%	0%	3%	0%	0%
<i>Charter Schools</i>											
MSA Santa Ana (TK/K-12)	546	84%	30%	35%	17%	4%	91%	1%	2%	5%	1%
NOVA Academy (9-12)	406	88%	13%	71%	10%	0%	94%	1%	1%	2%	1%
Samueli Academy (9-12)	528	61%	10%	51%	9%	2%	84%	0%	4%	8%	3%
Comparison Schools Averages	1,242	89%	27%	58%	13%	15%	96%	0%	2%	1%	0%

Graduation rates at these schools are generally strong, ranging from 90% at the two large traditional schools, Santa Ana and Valley HSs, to 100% at Middle College HS, with the charter schools falling in between. College/Career Indicator ratings on the California Dashboard, however, are mixed. Middle College HS and Samueli HS both are in the top/"blue" tier, with 100% college/career ready at Middle College HS and 81% at Samueli HS. But at Valley HS (53%), NOVA (54%) and MSA Santa Ana (53%) and especially Santa Ana HS (32%), far fewer students are college/career ready. A comparison of the percentage of graduates who have completed the A-G requirements for admission to the UC/CSU system shows a broad disparity, with 83% of MSA Santa Ana students meeting A-G requirements, and 76% of Middle College HS, but only 34% at Santa Ana HS.

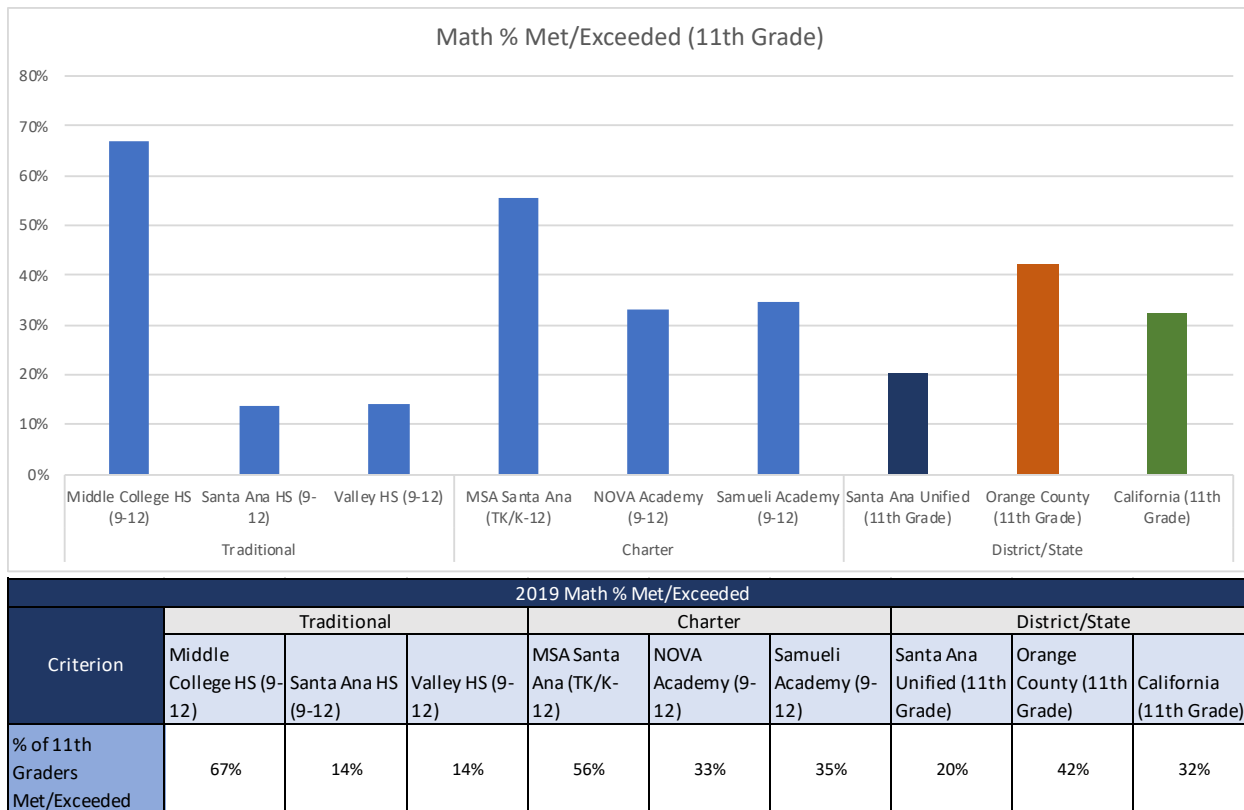
On the 2019 CAASPP exams, students at the smaller schools in the community, including the district-operated Middle College HS, performed significantly better than their peers at the two large traditional schools, Santa Ana HS and Valley HS. Students at the three charter high schools and Middle College HS scored 63-85% Met/Exceeded in ELA, higher than the

District (35%), County (65% -- except Samuelli which was almost there at 63%) and State (57%) averages.



2019 ELA % Met/Exceeded									
Criterion	Traditional			Charter			District/State		
	Middle College HS (9-12)	Santa Ana HS (9-12)	Valley HS (9-12)	MSA Santa Ana (TK/K-12)	NOVA Academy (9-12)	Samuelli Academy (9-12)	Santa Ana Unified (11th Grade)	Orange County (11th Grade)	California (11th Grade)
% of 11th Graders Met/Exceeded	79%	30%	29%	85%	65%	63%	35%	65%	57%

In Math, similarly, 11th graders at the smaller schools scored 33-67% Met/Exceeded, higher than State (32%) and District (20%) averages, while Santa Ana and Valley HS students both were 14% Met/Exceeded.



VMGA WILL MEET THE SPECIFIC EDUCATION INTERESTS, BACKGROUNDS AND CHALLENGES OF STUDENTS IN ORANGE COUNTY

Beyond the demographic characteristics of the target community in Santa Ana that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to VCPS. Based on our years of experience working with very similar populations, and our success in achieving strong outcomes for these students, we are confident that VMGA will offer families who reside in the county an option for their students to attend a high-performing public school that is carefully designed to meet their needs, developed from the strong foundation that VCPS has established. VCPS is founded on the vision of improving educational and life outcomes for students in communities where poverty and crime rates are high, and educational attainment and outcomes in local public schools are low. We know our students – including those we will serve in Santa Ana – experience high rates of childhood trauma borne out of their experiences with poverty, including strains on the family such as housing and food instability. According to the *2019 County Health Rankings for California*, Orange County ranks 49 out of 58 counties for Physical Environment, which includes Housing, transit, air and water quality factors; 28% of Orange County residents experience “severe housing problems,” which means they experience at least one of four housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities.⁷ Lack of appropriate

⁷ www.countyhealthrankings.org

access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

According to a 2019 Santa Ana Community Safety Assessment by the Urban Peace Institute, “The top five issues impacting safety in Santa Ana were ranked as follows: 1) homelessness, 2) fear of deportation, 3) drug sales/use, 4) general disorder (i.e. trash, graffiti, noise), and 5) gang activity and gun violence. . . . Over the last five years, Santa Ana has experienced a 62% increase in homicides. The homicide clearance rates have dropped over that same time period by 59%. Santa Ana is home to 33% of the documented gang members in all of Orange County.”⁸

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;⁹ a recent study on the mental health of students in LAUSD, where two of VCPS’s school are located, revealed that *98% of students* reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.¹⁰ In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing three or more traumatic events.¹¹ Given the data regarding Santa Ana, we expect similar rates for the students we will serve at VMGA. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.¹²

Lack of affordable, quality child care means most of these children arrive in public elementary schools without the having had the benefits of quality early learning programs and are thus already behind their peers across the State. VCPS are designed quite intentionally to serve these students. At VCPS, teachers, students, and families are all united around the same goal - college and a choice-filled life.

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https://d3n8a8pro7vhmx.cloudfront.net/sabhc/pages/130/attachments/original/1562790671/UPI_Santa_Anna_Report_Digital.pdf?1562790671

⁹ The National Child Traumatic Stress Network, “Facts & Figures”. Retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17

¹⁰ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

¹¹ An Integral Part of The Education team. Retrieved from <https://achieve.lausd.net>, on 4/4/19

¹² How Does Trauma Affect Children? Retrieved from <http://traumaawareschools.org/impact> on 4/4/19

VMGA WILL MEET THE INTENT OF THE CA CHARTER SCHOOLS ACT OF 1992 AND COUNTY PRIORITIES

Building on the success VCPS has established over the past decade, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following”:¹³

- (a) Improve pupil learning:* through extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:* led by the Student Support Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.
- (c) Encourage the use of different and innovative teaching methods:* by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student’s needs are met.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system:* VMGA will offer families in the Santa Ana community a choice to enroll their grades 9-12 children a small school alternative to the neighborhood resident schools, with a global and STEAM focus that includes CTE Pathways in International Business, Biotechnology, Networking (Cybersecurity), and Climate Change Leadership.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems:* with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the VCPS Board of Directors, the charter authorizer, and all stakeholders.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools;* while we do not subscribe to “competition” between public schools, VCPS is committed to collaboration with other schools in the county to

¹³ CA Ed. Code § 47601.

disseminate our best practices in meeting the needs of underserved students. (Cal. Ed. Code Section 47601.)

We are confident that this charter petition to establish VMGA in Orange County presents an exemplary public school option for families of children in grades 9-12, and we look forward to partnering with OCDE to offer an important option for families in the county.

ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter.

Grade	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
9		125	125	125	125
10		120	125	125	125
11		90	125	125	125
12			95	125	125
Total Enrollment		335	470	500	500

GOALS AND PHILOSOPHY

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

MISSION AND VISION

The mission of VMGA is to create a college and career preparatory learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms as they pursue a pathway of study in Biotechnology, International Business, Cyber Security, or Climate Change Leadership. We will provide a quality education for all students by creating a learning community that involves students in their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful in college and careers as well as the development of life-long learning skills.

VMGA’s students will have power in the establishment of their identities. They will create the vision of who they are, the path that they choose in life, and the reason they have chosen it. They will be considered critical constructors of knowledge in an ever-changing and interconnected society. Their learning and development will be constructed and fostered in an environment that focuses on individual strengths, need, and desires through a differentiated approach.

We will 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.¹⁴ At VMGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Community Catalyst Partners’ International Study Schools Network.¹⁵ 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, VMGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies,¹⁶ Way of Council¹⁷ and other acclaimed programs 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.¹⁸ Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home,

¹⁴ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, 5291, 157. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

¹⁵ Community Catalyst Partners. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

¹⁶ Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.

¹⁷ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

¹⁸ Spring, J. (2017). *American education*. Routledge.

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.¹⁹ 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.²⁰ Another recent study out of University of Redlands' 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.²¹ 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 youth from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children at different stages of development 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.²²

At VMGA, we believe that if 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. VMGA's unique educational approach will combine 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.

¹⁹ McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from <https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work>.

²⁰ Frey, C. B., & Osborne, M. (2013). The future of employment.

²¹ Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic*. Accessed from: <https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/>.

²² National Research Council. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

We believe that 21st century competence starts with global competence.²³ Preparing all 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.²⁴ Students will be able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students will 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.²⁵ By applying what they have learned, our students will 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*.

VMGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners', International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners 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, Community Catalyst Partners' 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. VMGA 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.²⁶ Community Catalyst Partners 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:

²³ Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.

²⁴ Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.

²⁵ Hutchison, A., & Beschoner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.

²⁶ Community Catalyst Partners. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

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.²⁷

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.²⁸

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 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. VMGA 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.

²⁷ Mansilla, V. B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. *Mastering Global Literacy* (5-27). New York: Solution Tree.

²⁸ Ibid.

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.

Finally, we note that the four college/career pathways offered by VMGA (Biotechnology, International Business, Networking/Cyber Security, and Climate Change Leadership) are each of critical importance and relevance in real time world events. The current Covid-19 pandemic, ongoing issues with voting security, and debates over international trade and global business are all receiving heightened attention in the media and public eye. Our students will be able to engage in meaningful, dynamic learning that motivates them to see a role they can play in participating in these ongoing debates and discussions and having a real impact on the world around them.

HOW LEARNING BEST OCCURS

At VMGA, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement will be at the heart of the VMGA 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.²⁹

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.³⁰ 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.³¹ Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.³² This is crucially important as many researchers regard the opposite of engagement as disengagement,³³ which is a primary factor in poor

²⁹ Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.

³⁰ Torlakson, P. I. T. (2013). Recommendations for transitioning California to a future assessment system. *Sacramento, CA. California Department of Education.*

³¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³² Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

³³ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

performance, dropout rates, and even prison for Black and Latino boys.³⁴ Multiple studies have shown a significant correlation between engagement and achievement.³⁵ With researchers suggesting that between 25% and 66% of students may be disengaged,³⁶ engagement may be the North Star for promising practices that address the needs of at-risk students.

A priority for VMGA 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.³⁷ 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.³⁸ 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.³⁹ Therefore, VMGA will prioritize increasing our students' social capital within the design of our educational program.

VMGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.⁴⁰ 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.⁴¹

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.⁴² It may also be measured

³⁴ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education, 42*(6), 536-559.

³⁵ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: what is it? Why does it matter? *Handbook of Research on Student Engagement*.

³⁶ Finn, J. D. (1989). Withdrawing from school. *Review of educational research, 59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1).

³⁷ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists.

³⁸ Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review, 67*, 1-40.

³⁹ Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children, 19*(1), 185-210.

⁴⁰ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

⁴¹ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁴² Finn, J. D. (1989). Withdrawing from school. *Review of educational research, 59*(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and

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.⁴³ Research is clear that behavioral engagement has a significant effect on achievement.⁴⁴ 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.⁴⁵ 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.⁴⁶

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.⁴⁷ 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.⁴⁸

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the VMGA experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.⁴⁹ A state of flow can best be described as total

student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴³ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁴⁵ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁴⁶ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁷ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁹ Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.⁵⁰ 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.⁵¹

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.⁵² This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).⁵³ ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in the VMGA experience. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. VMGA 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.⁵⁴ Further, we recognize the importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

Nowhere is this capacity to engage deeply in a task or endeavor more critical than in the high school years. Their experience with flow will empower VMGA's high school students to engage in rigorous tasks independently and fully. The capacity to experience flow can also be defined as a set of critically important executive functioning skills that will serve our graduates well at the post-secondary level where their learning will be largely self-directed.

At VMGA all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives 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).⁵⁵ Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.⁵⁶ 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,

⁵⁰ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁵¹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁵² Ibid.

⁵³ Vygotsky, L. S. (1987). *Problems of general psychology*.

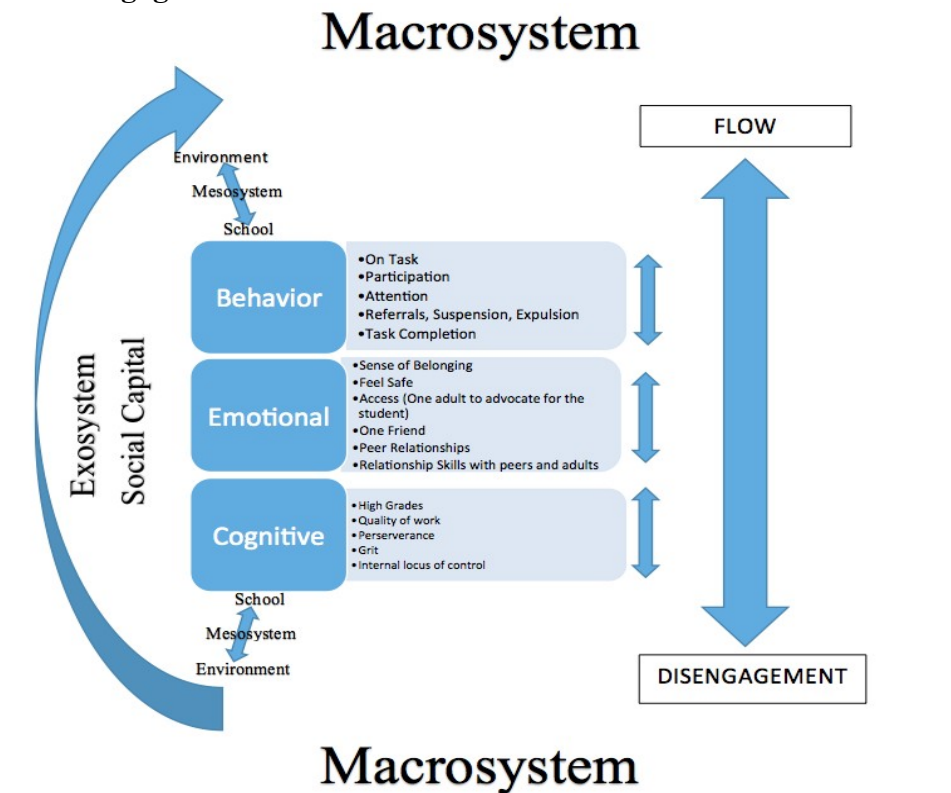
⁵⁴ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁵⁵ Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, 22(4), 722-737.

⁵⁶ Ibid.

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 VMGA 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.⁵⁷ Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

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

In Element 2, pursuant to Education Code section 47605(b)(5)(B), VMGA provides extensive details about intended outcomes that align with the eight state priorities and the actions to achieve the state priorities. By June 30 of each year VMGA will engage stakeholders in the Local Control Accountability Plan in accordance with the California Education Code and County policies. LSICS complies with all requirements pursuant to California Education Code section

⁵⁷ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

47605(b)(5)(B)(ii), including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code section 52060(d). VMGA will comply with all elements of the LCAP, including the adoption of any templates required by the State Board of Education. For details on VMGA’s goals and intended actions as of this Charter Renewal Petition, see Element 2.

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

VMGA has been 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. VMGA will teach our 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, our students will be continuously refining 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.

INSTRUCTIONAL DESIGN

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

At VMGA 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.⁵⁸ At VMGA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The VMGA approach is one in which our adolescent students will 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 high school grade, they will 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

⁵⁸ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

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. VMGA 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 VMGA, 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,”⁵⁹ the bridge from theory to application is often difficult. At VMGA our instructional foci are based on our deep research on engagement and 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

VMGA will be distinguished by its collaboration and partnership with Community Catalyst Partners’ 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 Community Catalyst Partners’ 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%).⁶⁰

The Community Catalyst Partners 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.

VMGA will work with ISSN to develop globally competent students. To help facilitate this effort, the Community Catalyst Partners has developed a flexible ISSN School Design Matrix,

⁵⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁶⁰ Community Catalyst Partners. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved*. Accessed from: <https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved>

adaptable to a range of school conditions. The matrix is clearly aligned with the VMGA vision and mission and sets a trajectory for our school’s development across six domains:

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

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. 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. Students are highly proficient in English, have opportunities to strengthen home languages, and are introduced to new languages.

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 VMGA 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 participate in Service Learning. Additionally, classrooms are 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. VMGA will seek partnerships with schools in Mexico, Guatemala, Indonesia, and Korea.

Opportunities for field trips are an integral part of the Vista experience and are planned according to grade level content and age appropriateness for length of time.

VMGA will work with the Community Catalyst Partners ISSN to further develop or revise (as needed) its curriculum according to the "SAGE" framework and VMGA 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.⁶¹

VMGA students can 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.

⁶¹ Community Catalyst Partners. Center for Global Education. SAGE Advice. Accessed from: <https://asiasociety.org/education/sage-advice>.

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. VMGA will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations:** Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.
2. **Authentic learning experiences:** Students explore topics and issues that represent the work of real-world professionals.
3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also 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.⁶²

⁶² Community Catalyst Partners. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS (STEAM)

VMGA 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 VMGA'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 VMGA 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.⁶³

VMGA 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 and the Next Generation Science 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 VMGA supports 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. VMGA 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 VMGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way 9-12 program.⁶⁴ PLTW is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW provides students opportunities to learn through exploration and discovery. Through PLTW, students become hands-on problem solvers and learn to collaborate with their fellow students. PLTW will form the introductory backbones of the school's Biotechnology and Cybersecurity pathways. 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.

⁶³ STEAM Education. STEAM FAQ for Educators. Accessed from: <https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf>

⁶⁴ Project Lead the Way. PLTW Gateway (9-12) <https://www.pltw.org/our-programs/pltw-gateway>

Student Use of Technology. VMGA 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*,⁶⁵ 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 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.⁶⁶ This is why, at VMGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

At VMGA, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students.⁶⁷ 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 VMGA developmental and student-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, and media editors are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Digital Portfolio, 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 VCPS, the Google Classroom (LMS) has been adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through Google Classroom, teachers 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 monitor daily activity and keep abreast of their students' 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.

⁶⁵ Gardner, D. P., Larsen, Y. W., Baker, W., Campbell, A., & Crosby, E. A. (1983). *A nation at risk: The imperative for educational reform* (p. 65). Washington, DC: United States Department of Education.

⁶⁶ See, e.g., Ahmed Kahn, T., How Technology Can (And Does) Improve Education, TrustRadius, March 28, 2019 <https://www.trustradius.com/buyer-blog/how-technology-improves-education>; Towns, S. Technology is Not Cure-All for Education's Problems, Governing, March 2011 <https://www.governing.com/columns/tech-talk/col-technology-not-cure-all-solution-to-educations-problems.html>

⁶⁷ International Society for Technology in Education. ISTE Standards. Accessed from: <https://www.iste.org/standards>.

Moreover, Google Classroom can serve as a powerful tool in the event of a community emergency precipitating school closure such as, for example, the 2020 statewide closures due to the Covid-19 pandemic. As a platform, Google Classroom is ideally configured to enable high school teachers to pivot quickly to online instruction if necessitated.

Finally, Google Classroom mirrors, in many ways, the learning management systems that our graduates will utilize at the college level to access their course materials and assignments and to engage with their professors. Building our high school students' familiarity with and propensity to fully engage with a comprehensive LMS will therefore prepare them for their next chapter at the post-secondary level.

COLLEGE AND CAREER PATHWAYS

Each student at VMGA will be expected to complete one of four Career Technical Education (CTE) pathways consisting of a minimum of six semester-long or three year-long courses, with the option to pursue and complete an Associate's Degree from one of our college partners by the time they graduate from high school through our dual enrollment program. Pathway options include:

- **Biotechnology:** in partnership with Santa Ana College
- **International Business:** in partnership with Santa Ana College
- **Networking (Cyber Security):** in partnership with Coastline College
- **Climate Change Leadership:** in partnership with UC Irvine

During the 9th grade Advisory/Global Hour, students will learn about each pathway and explore different college majors and careers applicable to the different pathways. Primary pathway courses will be taught on VMGA's main campus and learning pods to ensure access among all of our students, with additional dual and concurrent enrollment courses available off-site at Santa Ana College, Coastline College, Orange Coast College, or UC Irvine. VMGA's College Counselor and students' Advisory teachers and other teachers will support students' success in these dual enrollment courses by helping to develop students' study skills and time-management skills.

During 11th grade Advisory/Global Hour, students will devote significant time to preparing for work-based learning experiences, including resume development, interview skills, job seeking skills and more. Where feasible, VMGA will offer job shadowing, internship and other opportunities for students both during the summer between 11th and 12th grades and during the school year, including on Fridays (early release) during 12th grade for students who have sufficient credits to graduate on time.

During 12th grade Advisory/Global Hour, seniors will work intensively with VMGA's College Counselor to navigate the college admissions, financial aid and match process. Our College Counselor will oversee 11th grade students' development of target college lists, then in 12th grade, their crafting of application essays and short answer responses, and their timely submission of all application materials. The College Counselor will also work hand-in-hand with students through the Advisory/Global Hour curriculum to develop their financial acumen, helping them – and their families – complete the FAFSA, interpret financial aid letters in the spring, and reach informed, financially sensible decisions regarding where to matriculate.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At VMGA, 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.⁶⁸ Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.⁶⁹ 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. 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 VWGA, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.⁷⁰ Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.⁷¹ 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.⁷² Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 500 students in grades 9-12, 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.

⁶⁸ Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197–228

⁶⁹ See, e.g., *Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child*, The Challenge: A Publication of the U.S. Dept. of Education Office of Safe and Drug-Free Schools, https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/cohen_onschoolclimate_iv1%20copy.pdf (“Over the last 30 years a growing body of empirical research has shown that a positive and sustained school climate is associated with and may be predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.”)

⁷⁰ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

⁷¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁷² Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education*, PACE. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

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.⁷³ 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.⁷⁴

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.⁷⁵ Marks notes that “a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications.”⁷⁶ 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.⁷⁷ These policies are perceived as unfair and can lead to even higher dropout rates.

At VMGA, creating a safe environment with structured discipline policies is 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.⁷⁸ We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. VMGA will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is 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

⁷³ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁷⁴ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁷⁵ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁶ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁷⁷ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁷⁸ Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

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 VMGA, 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 students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where students 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 VMGA, Council will be contained to the classroom, but is 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 helps us model the adult behaviors we wish to encourage in students.

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

At VMGA, Way of Council will be 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 VCPS

Student Clubs and Enrichment. Students who participate regularly in enriching, engaging student 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.⁷⁹ 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.⁸⁰

Faculty-advised student clubs will meet during “Zero Period” in the mornings before school starts, or after-school. Clubs will be formed based on student interest and faculty expertise, and may include such things as performance groups (bands, choirs, drama club, dance groups), sports clubs, arts activities, support groups (LGBTQ, etc.) and more. As enrollment grows, VMGA will consider CIF participation for competitive sports activities.

Uniforms. At VMGA, 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 VMGA will be expected to wear school-approved uniforms.

⁷⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸⁰ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.⁸¹ George Kuh situated the teacher at the center of all engagement,⁸² whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.⁸³ 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.⁸⁴ 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.⁸⁵

At VMGA, we will strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for students 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.

VMGA firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom will provide targeted instruction based on personalized learning goals with ample time for practice.

Our current educational system is based on the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that

⁸¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸² Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning*, 33(3), 10-17.

⁸³ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁸⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.

⁸⁵ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

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 VMGA experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.⁸⁶

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 motivation⁸⁷ 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.”⁸⁸ According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.⁸⁹ 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.⁹⁰ 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.⁹¹

While VMGA 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.⁹²

⁸⁶ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1). Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education, 11*(3), 167-177.

⁸⁷ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

⁸⁸ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin, 117*(3), 497.

⁸⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁹⁰ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama, 278*(10), 823-832.

⁹¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁹² Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools, 45*(5), 365-368.

Family Engagement. Research has long been clear about the important role that families play in their children’s academic success.⁹³ At VMGA, parents, guardians, and extended family are 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 VMGA, we are 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 VMGA, we will use our learning management system to ensure that families receive communication in their preferred format. Teachers 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, VMGA 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 accompany their son/daughter 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 teenager’s academic life:

- Home – School Relationships: VMGA 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: VMGA parents will be involved in their child’s learning plan. Their responsibility in the plan will be to support their student’s goals.
- Parenting: VMGA will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising adolescents.

These three areas will strengthen VMGA 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 Digital Portfolios enhance parent involvement, as they have components in which the parents are a part of their son/daughter’s development of college awareness, personal aspirations and planning for the future.

⁹³ NEA. Parent, Family, Community Involvement in Education. Accessed from: https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf. Families and Schools Together. (2016). The Importance of Parent Engagement: A List of Research and Thought Partnership. Accessed from: <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>

CURRICULUM AND INSTRUCTION

The curriculum for VMGA is based on the California Content Standards, including the Common Core Standards, the Next Generation Science Standards, ELD Standards, and the California Curriculum Frameworks. VMGA will implement the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards), *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when published) and *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (Health Education Framework).

HIGH SCHOOL COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

Pursuant to Ed. Code section 47605.6(5)(A)(iii), VMGA will notify parents regarding the transferability of courses to other public high schools annually at the beginning of each school year. VMGA will pursue WASC accreditation, and courses offered by VMGA that are accredited by the Western Association of Schools and Colleges are transferable to other public high schools.

Pursuant to Ed. Code section 47605.6(5)(A)(iv), VMGA will notify parents annually whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.

MENTAL HEALTH EDUCATION

Pursuant to Senate Bill 224 [2021], if VMGA offers one or more courses in health education to pupils in middle school or high school, those courses must include instruction in mental health that meets the requirements of Senate Bill 224, including, among other things, reasonably designed instruction on the overarching themes and core principles of mental health, instruction and related materials that are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking.⁹⁴ At VMGA 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.

⁹⁴ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

VMGA will use *myPerspectives* English Language Arts materials and guidelines to provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. Students will encounter authors' perspectives through whole-group learning and small-group learning as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities to promote student ownership of their learning through goal setting, student choice, and reflection; encourage social collaboration; link together knowledge, skills and learning behaviors. *myPerspectives* is backwards designed from defined learning outcomes with learning activities, instruction and assessment, and provides opportunities to personalize for learning in response to student performance and need.

The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band. Students will develop meaning and language through close reading, text analysis that focuses on craft and structure, concept vocabulary and word study, and close inspection of the author's style. Each unit will end with a performance-based assessment.

English Language Arts 9 (College Prep)

ELA 9 will analyze literature and expository text and produce complex writing assignments. Students will apply the knowledge and skills acquired in middle grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1,500 words each. A focus on persuasion, exposition, literary analysis will integrate skills of reading as students move through themed units aligned to other core content learning. Unit themes are: American Voices, "*What does it mean to be 'American'?*"; Survival, "*What does it take to survive?*"; The Literature of Civil Rights, "*How can words inspire change?*"; Star-Crossed Romances, "*Do we determine our own destinies?*"; Journey of Transformation, "*What can we learn from a journey?*", and World's End, "*Why do we try to imagine the future?*".

English Language Arts 10 (College Prep)

ELA 10 will emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each. Students will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately as they move through themed units aligned to other core content learning. Unit themes are: Inside the Nightmare, "*What is the allure of fear?*"; Outsiders and Outcasts, "*Do people need to belong?*"; Expanding Freedom's Reach, "*What is the relationship between power and freedom?*", All that

Glitters; “*What do our possessions reveal about us?*”; Virtue and Vengeance, “*What motivates us to forgive?*”; Blindness and Sight, “*What does it mean to see?*”

English Language Arts 11 (College Prep)

ELA 11 is a reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students will analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources as they move through themed units aligned to other core content learning. Unit themes are: Writing Freedom, “*What is the meaning of Freedom?*”; The Individual and Society, “*What role does individualism play in American society?*”; Power, Protest, and Change; “*In what ways does the struggle for freedom change with history?*”; Grit and Grandeur; “*What is the relationship between literature and place?*”; Facing our Fears; “*How do we respond when challenged by fear?*”; Ordinary Lives, Extraordinary Tales; What do stories reveal about the human condition?”

English Language Arts 12 (College Prep)

ELA 12 is an expository reading and writing course designed to develop advanced proficiency in rhetorical and analytical reading, writing, and thinking. Key principles of Expository Reading and Writing Curriculum (“ERWC”) include the integration of interactive reading and writing processes; a rhetorical approach to texts that fosters critical thinking and engagement through a relentless focus on texts; materials and themes that engage student interest; classroom activities designed to model and foster successful practices of fluent readers and writers; research-based methodologies with a consistent relationship between theory and practice; built-in flexibility to allow teachers to respond to varied students’ needs and instructional contexts; and alignment with the CA CCSS for ELA and Literacy.

The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

AP English Language and Composition (College Prep)

In *AP English Language and Composition*, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. For each of the nine units that scaffold student development of the analysis and composition skills, the teacher will select a theme or topic and then a text -- typically short nonfiction pieces -- that will enable students to practice and develop the reading and writing skills for that unit.

Students will learn how to explain how writers' choices reflect the components of the rhetorical situation; make strategic choices in a text to address a rhetorical situation; identify and describe the claims and evidence of an argument; analyze and select evidence to develop and refine a claim; describe the reasoning, organization, and development of an argument; use organization and commentary to illuminate the line of reasoning in an argument; explain how writers' stylistic choices contribute to the purpose of an argument; and select words and use elements of composition to advance an argument.

AP English Literature and Composition (College Prep)

In *AP English Literature and Composition*, students will cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Through three genre-based, recurring units -- short fiction, poetry, longer fiction or drama -- this course will scaffold skills and knowledge to provide students the distinct skills they need to learn to read texts critically.

Students will learn how to explain the function of character; plot and structure; the narrator or speaker; word choice, imagery, and symbols; and comparison; and will learn how to develop textually substantiated arguments about interpretations of a part of all of a text.

ENGLISH LANGUAGE DEVELOPMENT

As detailed more fully in the section on English Learners, below, the ELD program implements 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 Lexia curricular program, EL students are supported in developing EL proficiency and reclassification as they master content standards. The Principal or designee monitors 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.)

ELD 1-4 (College Prep)

In *ELD 1-4*, VMGA will use *myPerspectives ELD Companion*. Unit-by-unit, the ELD Companion texts build on the same theme, multi-genre approach and essential question as in *myPerspectives*. *ELD Companion* will focus on the same set of grade-level ELA standards that are being developed in the core program, including the writing instruction, aligned writing modes and essays. In each lesson, student objects are aligned to five ELA/ELD themes; the lesson overview narrative outlines the content of each lesson at a glance; and standards show the alignment to CCS. New vocabulary and expressions are introduced in context – typically both visual and conversation – before being directly taught. Phonics, spelling, grammar, and language skills are introduced in context and then directly taught. For every skill, there is instruction and practice. The practice will be done either as guided practice or as independent practice, depending on the language proficiency of the student.

Language Acquisitions, Vocabulary and Foundational Skills

- **Academic Vocabulary** lessons will focus on vocabulary for success in school.
- **Multi-faceted** instructional approach will combine direct instruction with oral language development and generative vocabulary.
- **Vocabulary** lessons will allow teachers to assess students’ word knowledge.
- **Direct Instruction** will be utilized to teach unfamiliar words.
- **Knowledge Checks** will help assess students’ mastery of language and vocabulary.
- **Phonics and Word Reading** lessons will provide support for English learners who need support on the sounds and spellings of English
- **Language Fluency** practice will be provided.

As students read familiar texts, skills will be taught directly and practiced in both isolation and in context. Students’ fluency will be evaluated for rate, accuracy, and expression.

Language Production

- **Collaborative conversation** will be a regular feature

- **Conversation starters** will adjust to the level of language support required by students
- **Observation forms** will be available to use in evaluating students' language development and participation
- **Peer conversation** is a regular feature of the program.
- During **core instruction**, students have the opportunity to interact with classmates.

Language Use, *Reading Texts*

- Texts are tied to the *myPerspectives* unit **themes** and **essential questions**.
- Students will apply language, vocabulary, and reading skills and strategies in the context of text reading
- Text reading will **integrate** all aspects of language development
- Texts will focus on **skills development** including vocabulary, language, and general knowledge
- Texts and instruction will **integrate** reading, writing, speaking and listening.
- In **Time to Read**, students will read **independently** from self-selected texts.
- Reading and writing will be **integrated** as students respond in writing to prompts.
- Response prompts will provide scaffolded support of language structure and usage
- **Book clubs** will be available for small groups to engage in a shared reading and language development experience.
- **Book clubs** will be **student-directed** or **teacher-led**, and will include questions and prompts

Language Use, *Writing*

- Every level of *ELD Companion* will have students produce three essays
- Instruction and support will be provided in **Whole Group instruction**
- Students writing interface will provide instruction within the assignment to support students
- Students will receive feedback on the quality and correctness of their writing
- **Scaffolding** and support will be provided for students in all stages of writing
- Speaking, listening, and reading will all be **integrated** with writing.

MATHEMATICS

As a STEAM-focused school, mathematics and quantitative reasoning skills are central to the curriculum at VMGA. At all grade levels, students participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VMGA holds high expectations for all students in math development and provides 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 Twelve in California Public Schools, provides a foundation for work in math.

A cohesive math curriculum promotes math fluency and accuracy as well as conceptual understanding of important mathematical ideas and mathematical reasoning. Hands-on activities and materials in the classroom, as well ties to Project-Based Learning (PBL), helps students to recognize the connections between math concepts and the world around them.

VMGA will use Agile Mind, a program grounded in research on educational practices that produce meaningful learning gains for all students, as its integrated math curriculum. The Agile Mind curriculum connects abstract concepts with students' every day realities in ways and provides embedded teacher supports offer planning and teaching guidance. Agile Mind's comprehensive, standards-centered curriculum provides engaging, dynamic lessons, resources and tools for teachers, practice and application, assessment and reporting, supports for differentiation, and supports for English Language Learners.

Integrated Math I (College Prep)

In *Integrated Math I*, students will learn to use basic algebraic tools (graphs, tables, and symbols) to represent problem situations); develop a solid a solid understanding of rate of change; formalize their understanding of the concept of a function; model and solve important problems with linear and exponential functions and related equations; represent and analyze univariate and bivariate data, including understanding the difference between correlation and causation; understand and apply the structure of – and relationships within – an axiomatic system; become adept with the tools central to the study of space and spatial relationships; develop spatial reasoning ability, including the capacity to represent and transform shapes and figures concretely, pictorially, algebraically, and through the use of coordinate systems; use geometric representations and symbols to solve problems and prove theorems; and strengthen their knowledge and the connections between algebra and geometry.

Integrated Math II (College Prep)

In *Integrated Math II*, students will learn to solve real-world problems using a variety of tools; model and solve important problems with absolute value and quadratic functions and related equations; extend their understanding of exponents to rational exponents; develop an understanding of inverse relations; use the classical methods of finding the area of two-dimensional shapes, including quadrilaterals and circles; learn basic geometry of three-dimensional shapes including methods of finding simple volumes and surface areas; investigate and solve problems involving the trigonometry of right triangles; explore relationships related to

lines, segments, arc length, and sectors of circles; use geometric representations and symbols to solve problems and prove theorems; continue to strengthen their knowledge of the connections between algebra and geometry; and extend their understanding of probability as they investigate conditional probability and independence.

Integrated Math III (College Prep)

In *Integrated Math III*, students will deepen their understanding of exponential functions and equations; develop the concept of a logarithmic function as the inverse of an exponential function; model and solve problems with exponential, logarithmic, relational, square root, and cube root functions and related equations; investigate key characteristics of trigonometric functions and use these functions to model real-world phenomena; model and solve problems with quadratic and square root inequalities; investigate key characteristics of polynomial functions, and model connections to linear and exponential functions; analyze connections between 2-dimensional and 3-dimensional representations; and model with geometry; investigate and model real world problems with conic sections.

Pre-Calculus (College Prep)

In *Pre-Calculus*, students will use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena; expand and develop their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions; build on and expand their experiences with functions as they continue to explore the characteristics and behavior of functions (including rate of change and limits), and the most important families of functions that model real-world phenomena, especially transcendental functions; extend their work in functions, including polynomial, rational, radical, exponential, power, logarithmic, and trigonometric function; and continue to work with operations on functions, including composition of functions.

AP Calculus AB (College Prep)

In *AP Calculus AB*, students will explore the concepts, methods, and applications of differential and integral calculus, working with the theoretical basis to solve problems by applying knowledge and skills. Students will learn how to determine expressions and values using mathematical procedures and rules; connect representations; justify reasoning and solutions; and use correct notation, language, and mathematical conventions to communicate results or solutions. Units include limits and continuity; differentiation - definition and fundamental properties; differentiation – composite, implicit, and inverse functions; contextual applications of differentiation; analytical applications of differentiation; integration and accumulation of change; differential equations; and applications of integration.

SCIENCE

The science program at VMGA will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VMGA 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). VMGA will use the 9-12 Project Lead the Way curriculum and *Cengage* programs, which are aligned with NGSS standards and VMGA's guiding principles and goals. Students 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 will learn how to work together to solve a problem.

The VMGA project-based/constructivist-driven science instructional program will encourage students to learn content at higher levels of Bloom's Taxonomy, as students have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information and ideas. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning take place. Students 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 also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students are responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

Students follow the eight practices of science and engineering that the NGSS 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 support our students' science learning: Project Lead the Way's Gateway program and National Geographic's *Cengage*.

PLTW Gateway PLTW Gateway 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 9-12. 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 is renowned for helping high schoolers develop as strong STEM thinkers

and for its capacity to help high school graduates reach college with the skills and confidence to navigate college level science lab settings.

VMGA will also use National Geographic's *Cengage*, a dynamic, active and personalized science curriculum that better prepares students to evaluate scientific content and understand rapid changes and developments that occur in the field of science. Each chapter is explored in a series of concepts (including relevant research), with learning objectives associated with each concept that align with end-of-unit activities. Curriculum focuses on real world applications, including social issues arising from new research and developments – particularly the many ways in which human activities are continuing to alter the environment and threaten both human health and Earth's biodiversity. Each chapter ends with an *Application* section that explains a current topic in light of the chapter content, and also illustrates one of the core competencies listed above.

Biology (College Prep)

Whether or not students have studied biology, they have an intuitive understanding of life on Earth because they are a part of it. Every experience with the natural world – from the warmth of the sun on their skin to their love of pets – contributes to that understanding. In ***Biology***, students will learn about the scientific method, scientific research, and sampling error, bias and objectivity through the science of biology. Students will uncover the emergent properties, unity and diversity of life through *Principles of Cellular Life; Genetics; Principles of Evolution; Evolution and Biodiversity; How Plants Work; How Animals Work; and Principles of Ecology*.

Chemistry (College Prep)

In ***Chemistry***, students will understand how a knowledge of chemistry is useful to almost everyone because chemistry occurs all around us all of the time, and it lies at the heart of human effort to produce new materials that make our lives safe and easier, to produce new sources of energy that are nonpolluting, and to understand and control the many diseases that threaten our food supplies. Students will learn about chemistry through studying *Measurements and Calculations, Matter, Nomenclature, Reactions in Aqueous Solutions, Chemical Composition, Gases, Liquids, and Solids, and more*.

Physics (College Prep)

In ***Physics***, students will learn about the most fundamental physical science, concerned with the fundamental principles of the Universe. Physics is the foundation upon which the other sciences – astronomy, biology, chemistry, and geology – are based. It is also the basis of a large number of engineering applications. Students will study physics as it can be divided within six main areas: *classical mechanics, relativity, thermodynamics, electromagnetism, optics, and quantum mechanics*.

HISTORY/SOCIAL STUDIES

The Social Studies curriculum is globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies **curriculum** naturally builds 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) provide a foundation for students' learning, and are supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

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

VMGA'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 will gain an understanding of human history and of how our society and the world work. The curriculum will not only support student acquisition of core knowledge of the world's eras and civilizations, but will also develop 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.

World History (College Prep)

World History is a course concerning the nations and peoples of the world. Included with the history and geography are cultural development, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their impact on the student's own life. This course begins with an introduction into history, geography, and anthropology to give students a framework for understanding the course as a whole. The course explores the four primary ancient civilizations and works its way through present day. This course encourages critical thinking about the development of history as it relates to our present- day cultures and situations.

U.S. History (College Prep)

U.S. History will focus on United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. To clearly see the relationship between cause and effect in historical events, students will also review the fundamental ideas and events which occurred before the end of Reconstruction.

AP U.S. History (College Prep)

In *AP U.S. History*, students will explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students will be asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students will read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture.

United States Government (College Prep) – one semester

The *United States Government* course is a thought-provoking exploration of American government and politics. This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national and state governmental systems. Students will study the Federal system and its underlying principles as they are related to national, state, and local levels. Topics will include the constitution, civil rights, interest groups, politics, voting, congress, the presidency, the judiciary, laws, public policies, state and local government, and current events.

Economics (College Prep) – one semester

In *Economics*, students will study the important relationship between economics and our social and political systems. The course emphasizes the philosophy, development, and operation of our American economic system and its important influence upon the individual and society, and provides an overview of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields. The knowledge and skills acquired will help the student make career decisions and make wise choices for further study at a college or vocational school. Students will gain insights into the advantages, disadvantages, and strategies of starting a business of one's own.

PHYSICAL EDUCATION

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

Physical Education in grades 9-12 will be performed through non-traditional physical activities, teambuilding activities, and journaling of progress following the California Standards for Physical Education. Students learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. There are 5 critical areas Physical Education addresses:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
- Students also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

With the addition of experiential education philosophies and activities, along with language development that supports Emotional Intelligence and Literacy, VMGA will integrate social/emotional training with physical activity. PE activities 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.

WORLD LANGUAGES

Spanish I (College Preparatory)

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

Spanish II (College Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present,

past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (College Preparatory)

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

Spanish I for Native Speakers (College Preparatory)

Spanish I for Native Speakers is an intensive and accelerated introduction to Spanish offered to best serve those students who speak Spanish at home and/or have had significant native language exposure. Spanish I for Native Speakers emphasizes communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrate their language development.

Spanish II for Native Speakers (College Preparatory)

Spanish II for Native Speakers builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I for Native Speakers. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development. Students who have successfully fulfilled the course requirements for Spanish II for Native Speakers will be on track to take AP Spanish Language & Culture the next academic year.

AP Spanish Language & Culture (College Preparatory)

AP Spanish Language & Culture covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

Mandarin 1 (College Prep)

Mandarin 1 is designed for beginners of the language. The course aims for acquisition of the usual basic language skills of listening, speaking, reading and writing. Included in the course is the presentation of basic grammar and an introduction to Chinese culture. Pinyin (the most widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will also learn Chinese characters in order to be able to communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations.

Students will be introduced to the Chinese language and culture through focused instructions in the areas of listening/speaking, reading, writing, grammar, vocabulary, and writing characters. VMGA will use *Encounters* (Yale University Press) as its primary curricular materials.

Mandarin 2 (College Prep)

Mandarin 2 will be for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin with the goal of developing vocabulary and fluency. Written and oral precision will be emphasized. Authentic materials will be studied. Culture content is incorporated into instruction. Students can write short articles by either hand writing or typing Chinese characters. Students will continue their progress and build on the proficiency they attained in Mandarin 1.

AP Chinese Language and Culture (College Prep)

Students will develop their Mandarin Chinese language skills and learn about Chinese culture. Students will practice communicating in Chinese and engage with real-life materials such as newspaper articles, films, music, and books. Students will learn to understand Chinese when

they hear and read it; hold conversations in real-life situations; and write stories, letters, emails, essays, and other texts.

MISSION-DRIVEN ARTS EDUCATION

From the earliest renderings found in the caves of Lascaux, France, to the installations of Rauschenberg, human beings have been using artistic expression to find meaning, express self, communicate messages and seek answers. All cultures and peoples have participated in the arts, conveying significant meaning through their artifacts and artistic traditions in music, dance, visual arts, literature, and drama. Art is a universal language that provides all students with connections to other civilizations. It provides factual, interpretive, and emotive contexts for historical events. Art is more than an act or artifact; it is a bridge that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VMGA, 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 will allow us to reach across the cultural, financial, and digital divides that separate our students from the "wider class." Through the arts, we 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 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.

VMGA strives 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 geometric concepts in Integrated Math II, our students might learn about proportion and symmetry in various art media, such as drawing, painting, collage, and installation. Likewise, students might create short video vignettes of scenes acted and performed to enhance understanding through in-depth, cross-curricular and thematic studies of literary works.

At VMGA, 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 delivers instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students do not have access to these skills outside of the school setting. Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are advanced with a school-wide choral program.

Instrumental music programs are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students. Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music

performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Beginning Band (College Prep)

Beginning Band will offer the band experience at the beginning level. The instruments taught will include flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. No experience is necessary – only the will and desire to play an instrument. Musical topics will be introduced such as reading, music notation, analyzing and evaluating music, as well as composing and improvising simple melodies. The students present a Winter and Spring Concert.

Advanced Band (College Prep)

Advanced Band will cover advanced topics in ensemble performance and expands upon previously learned skills and concepts and explore different genres, periods and cultures. Through the use of a wide variety of music students will develop aesthetic judgment, independence and a greater musical understanding. Numerous concerts, contests and public performances are required throughout the year.

Beginning Choir (College Prep)

Beginning Choir will prepare each student to understand the fundamentals of singing as an ensemble. Students will improve their ability to cooperate with their peers, work as a team to achieve goals, and actively analyze and compose music. Students will develop, through an emphasis on musical fundamentals, into musicians who make good musical decisions.

Advanced Choir (College Prep)

Advanced Choir will provide students with a positive musical and educational experience through the process of singing fundamentals, rehearsals, and performances. Students will study and perform choral literature selected from a variety of periods in music history. Students will be introduced to advanced singing techniques and sight-reading skills. This group will perform in concert eight times per year.

Additional arts courses may be offered as VMGA reaches capacity, pending budgets and staffing, or students may be able to take additional arts courses as dual enrollment courses in partnership with Santa Ana College or Coastline Community College.

ASB Leadership (College Prep)

In *ASB Leadership*, students will learn what makes an effective leader and how to develop their own leadership style. Students will have a direct role in planning and operating student activities at VMGA, and learn and apply the skills needed for organizing and planning VMGA activities and problem-solving, both individually and in groups. Students will learn how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills.

Journalism (College Prep)

In *Journalism*, students will be introduced to the historical importance of journalism in America. They will study the basic principles of print and online journalism as they examine the role of printed news media in our society. They will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own publications.

Speech and Debate (College Prep)

Speech and Debate will be an introductory course that covers a variety of styles of public speaking and formal debate through research, instruction and practice. Each unit will culminate in performance assignments that require students to demonstrate their knowledge and abilities within the classroom setting. This course will help students gain confidence and experience in public speaking, incorporate sources into speeches and conversations in order to support a position, increase their working knowledge of current events, and differentiate between fact, opinion, and fact-driven opinion.

ADVISORY/GLOBAL HOUR

All VMGA students will participate in an advisory period equivalent to an 8th period. Many narrative accounts attest to advisory's positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement.

In Advisory/Global Hour, **study skills, college and career knowledge/readiness, life skills and social-emotional development** are key areas of focus for all students. Students will be guided through the information required to successfully navigate the complex information surrounding the college admissions and financial aid processes, workplace behavior and “adulting” while they build non-cognitive skills such as self-awareness, self-monitoring, self-control, study skills, work habits, time management, social problem-solving skills and help-seeking behavior. Focus topics will include:

Transition to High School (1st Semester 9th Grade)
Career/Pathways Exploration (2nd Semester 9th Grade)

Study Skills/Test Prep (1st semester 10th Grade)
Financial Literacy (2nd Semester 10th Grade)

Life Skills – resume/interview (1st semester 11th Grade)
Investigating Colleges - Understanding college app process, financial aid, etc. (2nd semester 11th Grade)

College Prep/Applications (1st semester 12th Grade)
Digital Portfolio Capstone (2nd semester 12th Grade)

Council also will be held during the Advisory/Global Hour. As detailed above, Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a “talking piece”), clear beginnings and endings, and “witnessing,” a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the Vista communities. In Advisory/Global Hour, students will form bonds with their advisory groups, feeling accepted and valued by their teachers and peers, as they prepare for life beyond VMGA.

PATHWAYS COURSES

During 9th grade Advisory, students will engage in exploration of different careers and applications of learning across the four pathways offered by VMGA: Biotechnology, International Business, Cyber Security, and Climate Change Leadership. Starting in 10th grade, students will take a minimum of three courses in their chosen pathway. In most cases, these courses will be offered in partnership with local colleges, including Coastline Community College, Santa Ana College, Orange Coast College, and UC Irvine, enabling students to earn college credits while they are still in high school. These foundational courses in each pathway will be offered on-site at VGMA. VGMA will also work with our college partners over the coming years for qualifying students to deepen their learning in their chosen pathway and pursue additional college courses at the partner college campus, potentially earning a full Associate’s degree by the time they graduate from VGMA.

Biotechnology Pathway

Introduction to Biotechnology (College Prep)

This course is a general examination of biology as it relates to the field of biotechnology. Topics include the fundamental chemical processes common in prokaryotic and eukaryotic biology, chemistry of bio-molecules (proteins, enzymes, nucleic acids and lipids), cellular and molecular biology, basic immunology, and classical and molecular genetics with an emphasis on gene expression and genetic engineering.

Biotech A: Basic Skills (College Prep)

This course prepares students for entry-level work in the biotechnology industry by emphasizing the core concepts needed to work effectively in a bioscience laboratory. Topics include laboratory math, basic chemistry of buffers, healthy and safety, metrology and quality control. This course introduces students to standard biotechnology laboratory skills including laboratory measurement, maintenance of an industry standard notebook, preparation and sterilization of solutions, reagents and media, proper use and maintenance of laboratory equipment, adherence to quality control protocols and lab safety regulations, data collection and evaluation, basic separation methods, aseptic technique and documentation.

Biotech B: Proteins (College Prep)

This course prepares students for entry-level work in the biotechnology industry by emphasizing the core concepts needed to work effectively in a bioscience laboratory. Topics include laboratory math, basic chemistry of buffers, health and safety, metrology and quality control. This course introduces students to standard biotechnology laboratory skills including laboratory measurement, maintenance of an industry standard notebook, preparation and sterilization of solutions, reagents and media, proper use and maintenance of laboratory equipment, adherence to quality control protocols and lab safety regulations, data collection and evaluation, basic separation methods, aseptic technique and documentation.

Biotech C: Nucleic Acids (College Prep)

This course introduces the fundamental skills in applied biotechnology focusing on the upstream research and development process. Skills include maintenance of an industry standard notebook; preparation and sterilization of solutions, reagents and media; utilization of good aseptic technique; proper use and maintenance of laboratory equipment; adherence to quality control protocols, lab safety regulations; biomolecules, cell structure, gene expression, molecular techniques including DNA/RNA extraction and purification, bioinformatics, polymerase chain reaction, electrophoresis, DNA sequencing, recombinant DNA technology, DNA cloning, fluorescence in situ hybridization, and Southern blot analysis, and in vitro transcription. Compliance with industry standards and regulations will be incorporated into course procedures.

PLTW: Principles of Biomedical Science (College Prep)

In *Principles of Biomedical Science*, the introductory course of the PLTW Biomedical Science program, students will explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects will introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

PLTW: Human Body Systems (College Prep)

In *Human Body Systems*, students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students will build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW: Medical Interventions (College Prep)

In *Medical Interventions*, students will follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students will explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students will be

exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW: Biomedical Innovation (College Prep)

In *Biomedical Innovation*, the final course of the PLTW Biomedical Science sequence, students will build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students will address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students will have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

INTERNATIONAL BUSINESS PATHWAY

International Relations (College Prep)

International Relations will provide a framework for students to study the complexities of timely international issues and examine United States foreign policy, with a particular focus on how these complexities impact global business and trade. In this course, students will pay close attention to current events, global problems, and their historical context. Students will be expected to participate in regularly held discussions, debates, and simulations related to international relations and global business. This course will help students identify the causes and consequences of global events, explain how foreign trade and economic policy is formulated, and identify and describe the major actors in international relations, including states, intergovernmental organizations, and nongovernmental organizations.

Business Management (College Prep) -

Business Management introduces the processes and activities involved in business. The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory. Students will be introduced to the fundamental management functions including planning, organizing, leading and controlling from multiple perspectives. The course is designed with a skills based approach and focuses on communication, problem solving, teamwork, decision-making, conflict resolution, and critical analysis.

Business Finance (College Prep)

This course provides instruction in the fundamental micro and macro-economic principles as they relate to business financial activities and outcomes. Students will gain an understanding of how business and the local, national, and international economy interact to produce a profit or loss. Economic, financial, and accounting concepts taught in this course will enable students to understand key elements involved in planning and managing business financial success.

Business Law (College Prep)

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the

following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

Intro to International Business (College Prep) (one semester)

(Dual Enrollment with Santa Ana College)

Intro to International Business is a survey course previewing international marketing, finance, law and logistics. Students will study how a company decides to go global and how products are made, transported and sold around the world. Topics include international business basics such as trade, tariffs, exchange rate regimes, and capital markets. Students will focus on assessing the international business environment, international strategy, and investment and development.

Culture and International Business (College Prep) (one semester)

(Dual Enrollment with Santa Ana College)

Culture and International Business covers how countries join together to create trade, including NAFTA, GATT, the EU and other trade agreements around the world. Students will explore law in different legal systems as well as U.S. export regulations. Students will study the comparative theoretical frameworks for establishing international business enterprises, including trade and investment theory, including the effects of international business decisions of cultural, political, legal, and economic forces.

Business Communications (College Prep) (one semester)

(Dual Enrollment with Santa Ana College)

In **Business Communications**, students will learn how to adapt marketing techniques to international markets, how to develop marketing strategies, and how to target markets based on the cultural, political and economic environments. Students will learn how to create forecasts and budgets for international markets. Additionally, students will study the principles, methods, and procedures essential to the successful management of human and financial resources, including planning, decision making, staffing, directing, motivating, leading, communicating, controlling, and the application of managerial skills.

NETWORKING (CYBER SECURITY) PATHWAY

PLTW: Computer Science Essentials (College Prep)

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate

just as computing professionals do to create products that address topics and problems important to them.

PLTW: Computer Science Principles (College Prep)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

PLTW: Computer Science A (College Prep)

Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

PLTW: Cybersecurity (College Prep)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Computer Networking (College Prep)

(Dual Enrollment with Coastline College)

Computer Networking will provide students an in-depth survey of the field of Networking, including terms, OSI model, various NOS, certification requirements, and security. Students will learn how to diagram network topologies, how to design and configure IP addressing for a simple network topology, and how to design and configure a simple network security plan.

Computer Networking 2 (College Prep)

(Dual Enrollment with Coastline College)

Computer Networking 2 describes the architecture, components, and operations of routers and switches in a small network. Students will learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot

routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

CLIMATE CHANGE LEADERSHIP PATHWAY

Introduction to Living Earth (College-Prep)

This course centers on the biosphere and examines how it interacts with each of the other Earth systems (i.e. Hydrosphere, Atmosphere, and Geosphere) across six instructional segments (IS). The example instructional sequence begins at the tangible, macroscopic scale of ecosystems in **IS1** (Ecosystem Interactions and Energy). Students will focus on specific exchanges of matter and energy within ecosystems in **IS2** (History of Earth's Atmosphere: Photosynthesis and Respiration), and make a model that links photosynthesis and respiration in organisms to cycles of energy and matter in the Earth System. They will also gather evidence about the linked history of Earth's biosphere and atmosphere, and develop models of how changes in the physical environment trigger evolutionary changes that are recorded in the fossil record in **IS3**. Students will further develop macroscopic models of genetic inheritance in the second semester with **IS4** (Inheritance of traits). In **IS5** (Structure, Function, and Growth), students zoom into the detailed mechanisms that enable all the previous interactions to occur, and use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. As a capstone in **IS6** (Ecosystem Stability and the Response to Climate Change), students return to the ecosystem scale and see how all these mechanisms interact in the face of Earth's changing climate.

Introduction to Chemistry in the Earth System (College-Prep)

In this course, fundamental principles in chemistry can be used and applied to understanding science phenomena on Earth to explain and/or improve our lived realities across six instructional segments (IS). The link between combustion and climate change is the theme that integrates the sciences in chemistry. The course begins with macroscopic observations of matter and chemical reactions in the natural world **IS1** (Combustion). Students refine their model of the nature of matter by focusing on the level of particles and discussing thermodynamic principles in **IS2** (Heat and Energy in the Earth System), and model the transfer of heat between microscopic particles and in macroscopic laboratory systems and then gather evidence that these same processes operate at the scale of the Earth system and drive plate motions. Students develop models of energy conservation within systems and the mechanisms of heat flow, concentrate on the internal structure of the atom, and use it to make sense of the periodic table and chemical bonds in **IS3** (Atoms, Elements, and Molecules). In **IS4** (Chemical Reactions), they refine their models to include chemical energy so that they can explain how foods and fossil fuels can combust to unleash the energy we use in our bodies and machines. In **IS5** (Chemistry of Climate Change), students explore the effects of combustion on the Earth system from the chemical perspective, treating Earth's climate as a thermodynamic system and examining how molecules with certain structures can disrupt the flow of energy in this system. In **IS6**, the course concludes with students exploring more about climate change impacts that disrupt the chemical equilibrium between the air, water, and carbonate shells of ocean creatures due to ocean acidification. They investigate the effects of fossil fuel combustion on ocean chemistry, and develop models of equilibrium in chemical reactions and design solutions that can shift the equilibrium. Students

can conduct original research or engineer solutions to address ocean acidification related to anthropogenic causes.

Introduction to Physics of the Universe (College-Prep)

This course emphasizes the synergy between physical science and Earth and space sciences by focusing on electricity production across six instructional segments (IS). The first part of this course builds the conceptual understandings in physics that students need to understand how various power plants work, including fossil fuel, nuclear, wind, hydroelectric, and solar photovoltaic. Students then discuss the impacts that each technology has on different Earth systems and use other Earth and space sciences phenomena to motivate further study of physical science. **IS1** (Forces and Motion) begins with Newton's laws and an emphasis on collisions caused by plate motions. They investigate collisions in Earth's crust and engage in engineering challenges. Students further develop understanding of force in **IS2** (Forces at a Distance) when they perform calculations involving gravity and electromagnetism, and predict the motion of orbiting objects in the solar system. **IS3** (Renewable Energy) is the core of the course where students apply knowledge about energy conversion to understand electric power generation. They track energy transfer and its conversion through different stages of power generation and engage in engineering various systems to test their own energy-conversion devices. In **IS4** (Nuclear Processes and Earth History), students develop a model of how the internal structure of the atom changes during nuclear processes, how these changes release energy, and how these processes are the timekeepers of geologic history to understand nuclear power and radiometric dating. Earthquakes are a tangible phenomenon that introduce the study of waves in **IS5** (Waves and Electromagnetic Radiation). They obtain and communicate information about other interactions between waves and matter with a particular focus on electromagnetic waves. Patterns in these spectra provide evidence about how stars work and the history of the universe in **IS6** (Stars and the Origins of the Universe). Students will apply their model of nuclear fusion to trace the flow of energy from the Sun's core to Earth.

Introduction to the Ethics of Global Climate Change (College-Prep)

Introduction of scientific, technological, environmental, economic, social, and ethical dimensions of climate change. Students will learn about anthropogenic (human-caused) and natural drivers of climate change and distinguish the driving force for the current climate crisis. They will learn the impacts of climate on natural, managed, and human systems, including their vulnerability and ability to mitigate or adapt. This course encourages global and holistic thinking around culturally relevant solutions to bring back the skills and knowledge to their own areas of study.

Global Climate Change, Its Impacts, and Solutions at Scale (College-Prep)

Observations over the 20th century show extensive changes in atmospheric composition, climate and weather, and biological systems that have paralleled industrial growth due to increased reliance on fossil fuels. Evidence of globally driven changes due to anthropogenic factors in these biogeochemical systems is studied, including projected impacts over the 21st century. Students will also learn about solutions at the scale needed to bend the curve.

Engineering Sustainable Systems (College-Prep)

Addresses how modern energy services can be produced sustainably and the challenges and barriers that must be taken into account and addressed. Major environmental issues are discussed

through a systems-thinking approach including climate change impacts and opportunities, engineering with environmental issues in mind (i.e. heat island effect, air pollution, pesticide reliance and use, etc.) agricultural technology, energy justice, and resource demands. The course will also explore the biophysical underpinnings of food production, the history of agricultural development, and a range of environmental issues facing agricultural systems, including water management, impacts of climate change, and land use. Students will also learn about regenerative agricultural approaches that incorporate STEM.

Economics of the Environment (College-Prep)

Students will further develop their financial, civic, and critical media literacy skills in this course. They will survey economic aspects of natural resources, different forms of pollution (air, water, soil), human impacts, and the environment. Examines the causes of pollution; analysis of public policies regarding these problems. Emphasis on microeconomic aspects of environmental problems. This course uses economic concepts, such as market efficiency and market failure, to analyze issues related to the environment and natural resources. Additionally, we use cost-benefit analysis to evaluate environmental policy and propose efficient culturally relevant community solutions. Students will also employ Youth to Power Principles to take action on these issues through various forms of advocacy (within financial, political, and social systems).

Climate and Environmental Justice Law (College-Prep)

Explores the historical context of climate and environmental injustices to explain current contexts. This course will help students to explain current levels of air pollution, resource management, climate change, and other environmental problems that have impacted people in their own communities and around the world, often worsening social inequality. Students use social science frameworks to understand environmental problems, different interpretations of these problems, and how people have organized for political change. Students work in research groups to both analyze and produce relevant case studies of highly polluted communities, consider differentiated ways of cultural knowledge, and environmental injustice in communities/counties across California. Students will also gain arcGIS data mapping skills to document community injustices through story-mapping and participate in the geo-inquiry process to highlight climate and environmental issues they are most passionate about and develop a call to action using infographic design.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout the previous sections, VCPS is distinguished by its collaboration and partnership with Community Catalyst Partners' 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, to prepare students to succeed in post-secondary school and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed more fully below, in all VCPS, we implement a Multi-Tiered Systems of Support (MTSS) approach prevent academic and behavioral problems and to intervene early and strategically.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnell, Khan Academy and more, with small group targeted instruction. 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. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student 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 91-100ions planned for grades 9-12 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

History Social Science

World History (9-12) - HMH - World History

US History (10-12) - HMH - American History: Reconstruction to the Present

AP US History (10-12) - HMH - American History: Reconstruction to the Present (will use more in-depth compared to regular US History course and aligned to AP test)

Government (11-12) - HMH - United States Government

Economics (11-12) - HMH - Economics

English

ELA 9 (9-12) - myPerspectives Grade 9

ELA 10 (10-12) - myPerspectives Grade 10

ELA 11 (11-12) - myPerspectives Grade 11

ELA 12 (12) - CSU Expository Reading and Writing Curriculum (ERWC)

AP Language (11-12) - Perrine's Literature: Structure, Sound, and Sense

AP Literature (12) - Perrine's Literature: Structure, Sound, and Sense

ELD 1-4 (9-12) - Designated ELD - myPerspectives ELD Companion

Math

Integrated Math I (9-12) - Agile Mind Integrated Math 1

Integrated Math II (9-12) - Agile Mind Integrated Math 2

Integrated Math III (10-12) - Agile Mind Integrated Math 1
Pre-Calculus (11-12) - Agile Mind PreCalculus
AP Calculus AB (12) - Agile Mind Calculus AB

Science

Biology (9-12) - Cengage - Biology: The Unity and Diversity of Life (15th Edition)
Chemistry (10-12) - Cengage - Chemistry: An Atoms First Approach (3rd Edition)
Physics (11-12) - Cengage - Modern Physics for Scientists and Engineers (5th Edition)

World Languages

Spanish 1 (9-12) - Descubre Level 1 (3rd Edition)
Spanish 2 (10-12) - Descubre Level 2 (3rd Edition)
Spanish 3 (10-12) - Descubre Level 3 (3rd Edition)
Spanish for Spanish Speakers 1 (9-12) - Descubre Level 1A (3rd Edition)
Spanish for Spanish Speakers 2 (9-12) - Descubre Level 1A (3rd Edition)
AP Spanish Language and Culture (10-12) - Temas: AP Spanish Language and Culture
Mandarin 1 (9-12) - Yale University Press - Encounters: Chinese Language and Culture Level 1
Mandarin 2 (10-12) - Yale University Press - Encounters: Chinese Language and Culture Level 2
AP Chinese Language and Culture (10-12) - Integrated Chinese: Level 2, Part 1 (Chinese Edition) 3rd Edition

VAPA: Teacher created

P.E./Health: Teacher-created, Health Smart

INSTRUCTIONAL METHODS AND STRATEGIES

At VMGA, we use the Framework for Engagement as the lens through which all instructional programs and practices will be 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.⁹⁵

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 VMGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional

⁹⁵ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

development extends to core instructional models that are critical to the success of the educational program. The following processes and procedures are considered integral to the VMGA learning experience:

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.”⁹⁶ *VMGA 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.⁹⁷ 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.⁹⁸

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), VMGA 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 is 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 are 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,⁹⁹ 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.”¹⁰⁰ The Heritage 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

⁹⁶ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁹⁷ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁹⁸ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁹⁹ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

¹⁰⁰ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

Heritage 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.¹⁰¹

At VMGA, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all VCPS 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 VMGA, 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.¹⁰² 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.¹⁰³ At VMGA teachers will receive

¹⁰¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

¹⁰² Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools, 45*(5), 365-368.

¹⁰³ Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA. Finn, J. D. (1989).

Withdrawing from school. *Review of educational research, 59*(2), 117-142. Pintrich, P. R. (2003). A motivational

professional development on the latest developments and research on Master Learning. One site that will be used by VMGA 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 student centered learning in developmentally appropriate ways.

VMGA will also partner with the Mastery Transcript Consortium to provide all VMGA students with a detailed holistic transcript comprised of 5 major credit areas: 1) Literacy, 2) STEAM, 3) Social Emotional Learning, 4) Global Competence, and 5) Future Readiness. Each credit area includes 14-17 total credits that students can demonstrate mastery. Credits are broken up into 2 categories: Foundational and Advanced Credits. Foundational Credits are VMGA's graduation requirements, while Advanced Credits are a way for VMGA students to demonstrate their skills to prospective colleges and employers. The Mastery Transcript will ultimately provide an in-depth individualized profile of each student's progress and skillset, combined with curated artifacts as evidence of student learning and achievement.

Relevance. A recent study on student learning and engagement 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.¹⁰⁴ When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

- VCPS 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 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 VMGA relevancy for VMGA students, every lesson at VMGA 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?

science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, 95(4), 667

¹⁰⁴ Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in higher education*, 46(2), 185-209.

- **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 VMGA, 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, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VMGA, we will 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 participate more eagerly in their learning with greater achievement levels.

Digital Portfolios. 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, VMGA students will develop Digital Portfolios upon enrollment. They 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 VMGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week.

Students will clarify of purpose by creating a Digital Portfolio that considers their current level of progress and long-term goals. VMGA 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 provide a structured time during which students and families are able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At VMGA, we will prepare our students to be fully participatory in their own educational journey, which extends to college and beyond.

The Digital Portfolio 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. Digital Portfolios also review assessments results in order to best prepare students for the Smarter Balanced Assessment Consortium (SBAC).

Another area that supports Digital Portfolios 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.¹⁰⁵

¹⁰⁵ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

Differentiated Instruction. VMGA 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.¹⁰⁶

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 is at an appropriate level of challenge; tasks and questions 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 VMGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at VMGA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, ISTE, Project Lead the Way, Cengage and other similar programs have mastery learning as a core value and are considered for implementation at VMGA.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers 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 drives follow-up instruction, support, and/or intervention. Grade-level staff groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review their students’ scores, meet with grade-level teams and administration to review the results, and together determine what the next steps of action may be. Similarly, quarterly assessments are reviewed in order to determine learning directions. The Quarterly Assessment have more weight, as it will cover nine weeks of instruction. The Quarterly assessments are 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 is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities 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 guides next steps. Edulastic, PowerSchool, and Google Classroom are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, VCPS has recently adopted a Learning Management System, Google Classroom.

¹⁰⁶ Vygotsky, L. S. (1986). Thought and language (A. Kozulin, trans.).

VMGA will use the same online assessment and learning management system as all schools in VCPS system.

Homework. At VMGA, our approach to homework is 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 VMGA, 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 needs 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 is expected to support and facilitate this activity outside of school.¹⁰⁷

CTE Pathways. It is not enough that students are exposed to their chosen pathway in their academic lives. At VMGA, we want our students to take an interdisciplinary approach to their studies. That means they should understand the math that drives understanding of international business principles, the history and geopolitical issues at stake in the cyber security technological solutions they work to address, and the power of effective communication in conveying biotechnological scientific information to a general population for purposes of public health and safety.

We see interdisciplinary learning as a way to tie classes together so that they truly cross over. While our teachers implement Community Catalyst Partners’ ISSN’s GPO-aligned thematic units in their classrooms, interdisciplinary learning projects will take those units one step further. Students will focus on individual components of a greater whole in their day-to-day work. By the time the project is completed and ready to be presented, students can look back to see how each piece, and each class, relates to the finished product.

¹⁰⁷ Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research*, 76(1), 1-62.

Interdisciplinary learning projects reflect real-world applications. It is another way to look at the problems facing today's world.

VMGA is dedicated to providing students with as many career training opportunities as possible. This is why VMGA will provide students opportunities to participate in Career and Technical Student Organizations (CTSO). This enhances and furthers the student's knowledge while in their pathway with more hands on experience that range from competition scenarios to building professional relationships with industry partners. The CTSO programs that will be offered, but not limited to, are:

- Business Professionals of America - The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through advancement of leadership, citizenship, academic and technological skills.
- FBLA - Bringing business and education together in a positive working relationship through innovative leadership and career development programs.
- SkillsUSA - SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.
- Technology Student Association - The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through cocurricular activities, competitive events and related programs.
- HOSA - The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the student meet the needs of the health care community

Work Based Learning. Development of "non-cognitive" skills (soft skills) play an important part in college and career success. Non-cognitive factors featured in Work Based Learning include motivation, time management, perseverance, and self-regulation.

Students will develop ready-to-work attitudes/interview skills; financial literacy; knowledge of workplace safety and rights as workers; business operations; how to read an earnings statement and know what payroll deductions to expect; career decision making; making a career goal plan and much more.

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

Technology is an important global strand that runs throughout our curriculum. It allows 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 do not have full Internet and computer access in their homes. To level the playing field, *VMGA students will be provided a Chrome Book or similar device.* All classrooms will have a class set of Chromebooks for students to check in and out each period for academic use. Students will also be allowed to take devices home for select projects.

VMGA 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 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, VMGA 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 VMGA students. VMGA 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

As a public charter school and as a Local Educational Agency, VMGA has set graduation requirements that will best support our students. To earn a high school diploma from VMGA, a student must complete 220 credits of the following course of study. A student must earn a score of 2 or higher in each course in order to earn credit for the course:

- *40 credits of core English Language Arts coursework*
- *30 credits of core Math coursework to and through Common Core Integrated Math III*
- *30 credits of History and Social Sciences including at least one year of World History, at least one year of US History, and at least one semester U.S. Government*
- *20 credits of Lab Sciences*
- *20 credits of a Language Other than English fulfilled by completing at least two sequential years of the same language*
- *10 credits of Visual and Performing Arts*
- *20 credits of Physical Education*
- *50 total credits of electives, including successful completion of a CTE Pathway*
- *VMGA Senior Defense*

The table below describes VMGA's required course of study's alignment to the A-G requirements, as well as to the California State Department of Education's graduation requirements.

VMGA GRADUATION REQUIREMENTS ALIGNMENT TO A-G

	California State Mandated Requirements ¹⁰⁸	UC Requirements for Freshman Admissions ¹⁰⁹	VMGA Requirements for Graduation ¹¹⁰	Collegiate course sequences fulfilling requirements	Course credits
ELA	Three Years	Four years of approved courses	Four years of approved courses (40 credits)	ELA 9	10
				ELA 10	10
				ELA 11 OR ELA 11 Honors OR AP English Language and Composition	10
				ELA 12 OR AP English Literature and Composition	10
Mathematics	Two years, including Algebra I, beginning in 2003–04.	Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.)	Three years including Common Core Integrated Math I, II & III (30 credits) (Four years recommended.)	Common Core Integrated Math I	10
				Common Core Integrated Math II	10
				Common Core Integrated Math III	10
				Pre-Calculus	10
				Advanced Placement Calculus AB	10

History/Social Science	Three years including World History, U.S. History and 1 semester each of American Gov't and Economics	Two years including World History and U.S. History or Gov't	Three years (30 credits)	World History	10
				US History OR Advanced Placement US History	10
				Government	5
				Economics	5
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. (Three years recommended.)	Minimum two years (20 credits); three years recommended	Biology OR Introduction to Living Earth	10
				Chemistry OR Introduction to Chemistry in the Earth System	10
				Physics OR Introduction to Physics of the Universe	10
Languages Other than English	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. (Three years recommended.)	Minimum two years (20 credits) required; three recommended	Spanish I OR Spanish for Native Speakers I	10
				Spanish II OR Spanish for Native Speakers II	10
				Spanish III	10
				Advanced Placement Spanish Language and Culture	10

¹⁰⁸ <http://www.cde.ca.gov/ci/gc/hs/hsgtable.asp>.

¹⁰⁹ *Ibid.*

¹¹⁰ <http://www.cde.ca.gov/ci/gc/hs/hsgtable.asp>.

				Mandarin 1	10
				Mandarin 2	10
				Advanced Placement Chinese Language and Culture	10
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts (10 credits)	Beginning Band	10
				Advanced Band	10
				Beginning Choir	10
				Advanced Choir	10
				ASB Leadership	10
				Journalism	10
				Speech and Debate	10
				Physical Education I	10
				Physical Education II	10
Physical Education	Two years	Not Applicable	Two years (20 credits)		
College Prep Electives/CTE Pathways	Not Applicable	One year college prep elective.	Four years (50 credits)	Pathways (3 Required in a Pathway)¹¹¹	
				Biotechnology Pathway	
				Introduction to Biotechnology	5
				Biotech A: Basic Skills	5
				Biotech B: Proteins	5
				Biotech C: Nucleic Acids	5
				PLTW: Principles of Biomedical Science	10
				PLTW: Human Body Systems	10
				PLTW: Medical Interventions	10
				PLTW: Biomedical Innovation	10
				International Business Pathway	
				Business Management	10
				Business Finance	10
				Business Law	10
				International Relations	10
				Intro to International Business	5
				Culture & International Business	5
				Business Communications	5
				Networking (Cyber Security) Pathway	
				PLTW: Computer Science	10
				PLTW: Computer Science Principles	10
				PLTW: Computer Science A	10
				PLTW: Cybersecurity	10
				Computer Networking	5
				Computer Networking 2	5
				Climate Change Leadership Pathway	
				Introduction to the Ethics of Global Climate Change	5
Global Climate Change, Its Impacts, and Solutions at Scale	5				
Engineering Sustainable Systems	5				
Economics of the Environment	5				
Climate and Environmental Justice Law	5				

¹¹¹ These are just the initial courses identified with our partners at Santa Ana College and Coastline Community College. Over the next few years as the program is developed, we will work with our partners to identify an appropriate sequence of courses, including advanced courses that will lead to an Associate's degree.

A student also must complete the following set of college readiness-aligned assessments (unless otherwise excused via an IEP or other exemption) in order to earn a diploma from VMGA:

- The PSAT 10 and PSAT (10th and 11th grade)
- SAT or ACT (11th or 12th grade)
- CAASPP in ELA and Math (April/May of grade 11).¹¹²

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to retake courses through APEX or an equivalent program, online courses approved by the UC system and are accepted for A-G credit. The courses will be offered through our after school program; a credentialed teacher will oversee the course completion and grading of their content specific class. If a student is using APEX or an equivalent program to make up a class that has a lab, the teacher or qualified administrator will ensure the lab work is equivalent to lab work expected of an in-person lab class and meets any A-G requirements.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

We will provide a pathway for transfer students into the school whereby they can access VMGA's program, meet VMGA's promotion requirements, and graduate on time. We will accept credits from other high schools. Credits from other high schools will be recognized according to their A-G distinction. Students entering VMGA in grades 10 through 12 will complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years' promotion requirements at VMGA but that still supports the student to meet the A-G requirements. For example, if a student were to enter VMGA as a junior, the student would not be required to take the PSAT if he/she had not already done so, and the number of electives required for graduation might be adjusted accordingly. The student would be granted the requisite credits to be placed in the grade level appropriate to his/her accumulation of A-G core credits.

ENSURING STUDENTS MEET THE CDE'S COLLEGE/CAREER INDICATOR

VMGA will work to ensure that all students meet the "Prepared" level on the CDE's new College/Career Indicator. We will work to meet this state metric with our students achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area

¹¹² No VMGA student or family will be assessed a fee for any exam in which VMGA requires participation as a condition for graduation. VMGA will obtain fee waivers and/or fee reduction for all AP and SAT exams, as well as for college application fees. VMGA will finance remaining costs not covered through the College Board's fee waiver and reduction programs.

- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.¹¹³

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that prepares students to excel on the CAASPP exams, and an array of AP course offerings and opportunities for dual enrollment, we are confident all of Collegiate's students can and will meet this college/career readiness indicator criteria.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

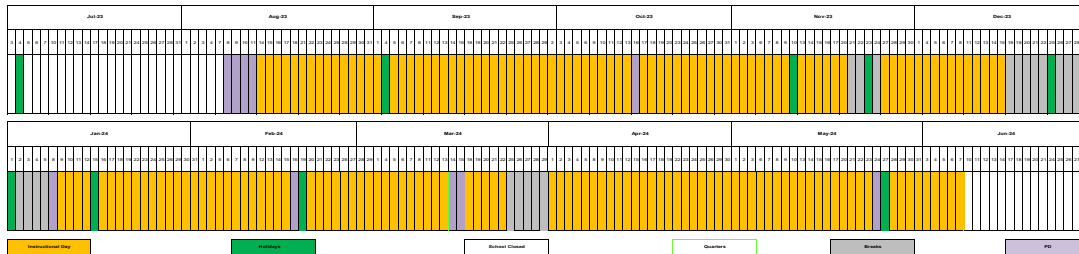
VMGA will complete all necessary steps and apply for WASC accreditation. We note that both of VCPS' middle schools have voluntary WASC accreditation.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2023–2024 includes 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 VCPS 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.

¹¹³ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.



SAMPLE DAILY SCHEDULES

VMGA will offer 390 minutes of instruction for all grades per regular day and 290 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. During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.¹¹⁴

Mondays & Wednesdays

- 7:30-8:30 - Period 0/Club Time
- 8:30-9:55- Period 1
- 10:00-11:25 - Period 3
- 11:25-12:05 - Advisory/Lunch A
- 12:05-12:40 - Advisory/Lunch B
- 12:45-2:10 - Period 5
- 2:15-3:40 - Period 7

Tuesdays & Thursdays

- 7:30-8:30 - Period 0/Club Time
- 8:30-9:55- Period 2

¹¹⁴ Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant Program) and various foundations, as well as after-school funding that is available after our first year of operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

10:00-11:25 - Period 4
11:25-12:05 - Advisory/Lunch A
12:05-12:40 - Advisory/Lunch B
12:45-2:10 - Period 6
2:15-3:40 - Period 8

Fridays (Alternating Odd/Even Weeks)

7:30-8:30 - Period 0/Club Time
8:30-9:30 - Period 1/2
9:35-10:35 - Period 3/4
10:40-11:40 - Period 5/6
11:40-12:15 - Advisory/Lunch A
12:20-12:55 - Advisory/Lunch B
1:00-2:00 - Period 7/8

INSTRUCTIONAL DAYS AND MINUTES

VMGA will offer more than the 64,800 instructional minutes per year required for grades 9-12.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

VMGA will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these will include EdJoin, VMGA job fairs and its website, advertisements at colleges and universities, and word of mouth. Selection of teachers is based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. VMGA 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 will review the qualifications of applicants' resumes and VMGA employment applications. The Superintendent and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. VMGA's administrators and Instructional Leadership Team (ILT) will conduct interviews with candidates. From the first interview, teachers who meet federal and state requirements 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 will receive written notice from VMGA.

PROFESSIONAL DEVELOPMENT

At VMGA, professional development will be critical to the success of our students. At VMGA, 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.¹¹⁵ At VMGA, 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.¹¹⁶

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

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

All Vista Days: VMGA will participate in All Vista Days, which are dedicated to professional development common to all Vista schools. This training includes 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 will ensure 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: VMGA faculty works 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.¹¹⁷ Not unlike the students, the faculty at VMGA will meta-cognitively process their instruction. The focus questions 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 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 receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

¹¹⁵ Castillo, R. L. (2011). *Effective implementation of professional development and student achievement*. California State University, Fresno. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

¹¹⁶ Ibid.

¹¹⁷ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

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: VMGA will use the Dr. Charlotte Danielson Evaluation Instrument¹¹⁸ 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

¹¹⁸ The Framework for Teaching Evaluation Instrument. Accessed from: <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>.

- 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: VMGA will host an ISSN site visit during its first and third years in the network.¹¹⁹ Visits will be 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: Community Catalyst Partners 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

¹¹⁹ We also host site visits for other organizations, MTSS, CSU Long Beach, OC Charter Principals Network, who come to observe our model and instructional practices.

	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 Classroom management
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Subject/departmental meetings Technology instruction and integration Mastery Learning Educating for Global Competence
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 PSAT, SAT, ACT testing and results AP test prep strategies Learning Management System
Differentiation / Special Education/Student Supports	Modifications and intervention strategies Multi-Tiered Systems of Support (MTSS) 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

VMGA 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 teenager, including making appropriate referrals to community organizations.

By providing highly differentiated and scaffolding supports for each learner, all students are capable of thriving academically, socially and emotionally at VMGA. The educational program is 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, VMGA will use a variety of assessment tools to identify students who fit into these categories and in turn, implements a variety of effective strategies to target the unique needs of each student. Through transparent and continuous communication with their families, we ensure that students' needs are being met in the school community and also supported at home.

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

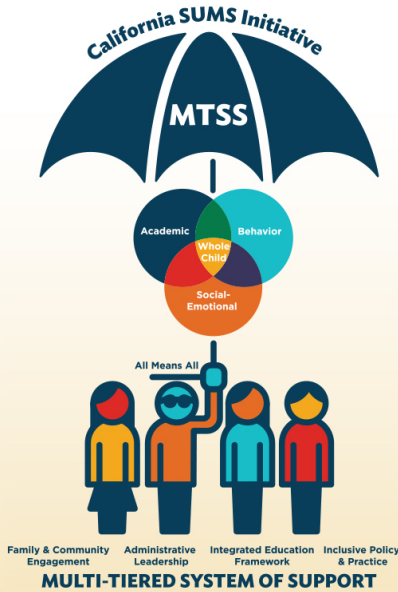
- An enrollment form collected after admission that asks families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- Renaissance STAR 360 and Agile Math diagnostic assessments will be administered for all entering high school students to assess course placement and identify any needed support, intervention or remedial needs. (VMGA also will administer a variety of formative and summative assessments throughout the high school years as detailed in Elements 2 and 3.)

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

As in all VCPS, VMGA will implement a Multi-Tiered Systems of Support (MTSS) 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 MTSS process begins with high-quality instruction and universal screening of all students 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. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The chart below details the MTSS Tiers for academic and behavioral interventions.

MTSS 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
- 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 Ready Math intervention strategies
- Advisory/Global Hour (daily intervention period with students receiving small group, targeted support)

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 MTSS strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher(s), 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 VMGA 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 VMGA students in finding success.

The VMGA 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 are 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 VMGA will identify and addresses the needs of diverse learners.

ENGLISH LEARNERS

Approximately one third of our students are 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. VMGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

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IDENTIFICATION OF ENGLISH LEARNERS

VMGA’s EL program will adopt the VCPS English Learner Plan (as approved by OCDE). VMGA’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 Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English are 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 Charter School year or within two (2) weeks after the date of the student’s first enrollment at VMGA.

The ELD Coordinator (the Assistant Principal) will assess English language proficiency of all 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 will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and 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	<p>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).</p>
3	<p>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.</p>
2	<p>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.</p>
1	<p>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.</p>

(<https://www.cde.ca.gov/ta/tg/ep/elpacgp1d.asp>)

Parents are notified of their rights and their child’s ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are 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 learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction during an ELD class in their course schedule. All students participate in the general education classroom during instructional time where teachers 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.

During designated ELD, students will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the Lexia platform. Upon completion of weekly tasks student data is analyzed to track progress of language acquisition. The Lexia Platform 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 are pulled out for targeted intervention on the specific content necessary.

All VMGA teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model that will be used by VMGA places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. VMGA’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 engage in the following practices to support universal access of subject matter content for all students:¹²⁰

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.

¹²⁰ 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 provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers 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 are 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 takes 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

VMGA has based its English Learner support program on the 2012 California ELD Standards. As guided by the CA ELD Standards, VMGA teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator (the Assistant Principal) partners 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 assesses 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.

VMGA will ensure that teachers meet all state and federal requirements and are supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and 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 are notified regarding their student's English Language Development along with ELPAC scores every progress report or every semester 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. VMGA 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.

VMGA 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 will focus 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 will be 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 will also communicate 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 will further ensure student access to academic content.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

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

Teachers will be expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will 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 include the new ELD standards by level 1-4. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

VMGA will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will 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 will be replaced with more representative samples. By the time an ELD portfolio is complete, it will contain at least one sample for each domain. The ELD Coordinator will review 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, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the EL Student Information System (Power School), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification will use 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 will continue to build on existing language skills and knowledge.¹²¹

¹²¹ 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.

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.

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 Charter 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 are as follows:

<i>Reclassification Criteria</i>
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)</i>
Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:
Report Card Report card grade marks of C or higher in English Language Arts
CAASPP (11th grade) or Scholastic Reading Inventory (SRI) for other grades The student has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above
Parent Opinion/Consultation

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 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 are 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 moves 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 can then be recommended for reclassification pending the release of CAASPP scores for that year (for 11th graders); and SRI scores and ELA course grades (for 9th, 10th, and 12th graders). If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

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 will 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 VMGA will provide 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 VMGA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹²²:

¹²² <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

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). VMGA 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 meet 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.

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 are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) VMGA 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 will 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. VMGA 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 VMGA, 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. 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/SRI, and ELA course data.

Students must meet at least 4 of the criteria below; one of the criteria must include Cognitive Ability of Standardized Achievement.

Criteria	EO/RFEP	EL
Cognitive (TONI)	Verbal - 85%+ Non-Verbal - 85%+	Verbal - 85%+ Non-Verbal - 85%+
SBAC	ELA - 4 Math - 4	ELA - 4 Math - 4
Renaissance 360	ELA - 85%+ Math - 85%+	ELA - 85%+ Math - 85%+
Reading Level (Brigance)	2+ grades above	2+ grades above
Report Card	Condor - 50%+4s in ELA or Math Heritage - GPA 3.5+	Condor - 50%+ 4s in ELA or Math Heritage - GPA 3.5+
Teacher Recommendation (SRBSS)	Elevated in 2 or more domains	Elevated in 2 or more domains
Environmental	McKinney-Vento, Foster Migrant, SPED	McKinney-Vento, Foster Migrant, SPED
EL Reclassified	By 4th grade	N/A
ELPAC	N/A	+2 levels in one year

Notes: Students with Cognitive ability 90%+ will automatically qualify. Students with high achievement score must also have Cognitive ability of at least 50%. Students who have been identified as possible achievers and/or gifted will be tested for giftedness. VMGA 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 Digital Portfolios will enhance parent involvement, as they have components that involve parents in their student'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 youth of all abilities.

MEETING GIFTED AND HIGH ACHIEVING STUDENTS' NEEDS

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

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- 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 Digital Portfolios. 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

VMGA anticipates serving 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 VMGA, it is our responsibility to ensure that each student is properly assessed and supported in rising to his or her potential. We firmly believe that all students have the potential to thrive academically given the right conditions for learning. At VMGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VMGA, is to ensure that every student 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 students 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 need to succeed.

VMGA will enlist a variety of assessment tools to identify students who are achieving at lower academic levels. All incoming students will take a diagnostic reading and math assessment through Renaissance STAR 360, as well as Agile Mind for Math. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year to track growth and progress.

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, email or phone to set up a conference. Parents are considered key partners in helping us understand their son/daughter 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 Digital Portfolios will enhance parent involvement, as they have components that allow the parents to be a part of their student'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 will enable stronger partnerships to support the students.

SUPPORTS AND INTERVENTIONS

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at VMGA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that will 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
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Advisory/Global Hour will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
- 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 will be 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., Khan Academy 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 convene 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 are 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, Kagan strategies and Way of Council will provide a framework for continual and ongoing observation and assessment. Teachers at VMGA 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 we expect our students will have experienced 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 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 will 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 will help 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

As an inclusive model school, VMGA is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the District and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. VMGA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, VMGA will comply with County and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by VMGA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). During any time in which VMGA operates as a school of the district for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of VMGA and the County. The language that follows is not meant to preclude alternative arrangements between the County and VMGA as agreed upon in the MOU.

SELPA AFFILIATION

VMGA will be an independent Local Education Agency (LEA) member in the El Dorado Charter SELPA for purposes of special education, pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an independent LEA pursuant to Education Code Section 47641(a), VMGA will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

VMGA will follow policies and procedures of the El Dorado SELPA and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. VMGA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

CHILD FIND

VMGA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

As noted above, VMGA will implement a multi-tiered instructional and support framework (MTSS), prior to referring a student for an evaluation under IDEA. However, VMGA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or VMGA staff member may request an initial evaluation at any time to determine if the student is a student with a disability, regardless of whether the student has participated in an MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. VMGA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

As an independent LEA for special education purposes, VMGA shall be solely responsible for compliance with state and federal Child Find requirements. VMGA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

REFERRAL FOR ASSESSMENT

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. VMGA's internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

As an independent LEA for special education purposes, in the event that VMGA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. VMGA shall respond to a written request for assessment within 15 days.

If VMGA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

ASSESSMENT

As an LEA for special education, VMGA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by VMGA. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

VMGA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. VMGA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

DEVELOPMENT AND IMPLEMENTATION OF IEP

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

As an LEA for special education, VMGA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. VMGA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

VMGA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by VMGA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;

- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the student to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When VMGA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP REVIEW

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

As an LEA for special education, VMGA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress

report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, VMGA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

As an independent LEA for special education purposes, VMGA will offer a comprehensive inclusion program that includes co-teaching, individualized instruction with differentiation for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, VMGA will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

VMGA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

As an independent LEA for special education purposes, VMGA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the VMGA from another school within the same SELPA, VMGA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and VMGA agree to develop and implement a new IEP.

For students transferring to the VMGA from another school within a different SELPA, VMGA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time VMGA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to VMGA from a school outside of California, VMGA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until VMGA conducts an assessment pursuant to Section 1414 of

Title 20 of the United States Code, if determined to be necessary by VMGA, and develops a new IEP, if appropriate, in accordance with federal and state law.

ADAPTIVE TECHNOLOGY

An important development in modern special education is the advent of assistive and adaptive technologies that teachers can use to help their students learn and achieve at the highest levels possible. The vast majority of students with special needs do not have cognitive impairments. Many of these students can learn and perform as well as those without disabilities when given adjustments to certain aspects of their environment to accommodate for various physical disabilities. And educators can make many simple accommodations for students with cognitive disabilities to similarly help maximize their learning in the inclusive classroom. Simple adjustments in the depth of information and how that information is presented can greatly aid a student who has difficulty with traditional teaching and assessment techniques.

Because assistive technologies have become such an important part of special education, VMGA will implement adaptive technologies in classrooms with differentiated instruction practices. Professional development and special education staffing support will help educators understand students' unique needs and how to best accommodate them using assistive technologies.

Adaptive technologies are well suited to accommodate students with special needs by differentiating the way they receive and give information. Adjusting the depth of content to suit their learning needs and the methods used to assess their performance are also straightforward ways of differentiation.

For instance, students who have trouble reading due to a learning disability may excel and process information more effectively if they receive the content in audio form. Additionally, they may have a much easier time showing what they have learned by discussing it in monitored group settings or by giving an oral presentation. But just as visual learners have written materials they can reread until they achieve a deep level of knowledge on the subject, auditory learners should be given audio materials that they can listen to as many times as needed to properly process the information.

In this example, a simple accommodation could be made with assistive technology by providing students with audio players and recordings of content materials. And on the output side, the students could be given audio recorders to record their assessments and show what they have learned.

Similar to auditory learners, some students with special needs respond best to visual engagement with information. Using visual displays, drawings and such has long been a well-utilized method of engaging visual learners. Given the wealth of technologies available currently, this mode of engagement is not only more appropriate but also more successful than ever. Students can design and model science projects with a tablet app. They can proceed through an interactive history lesson on a computer. Such visual assistive technologies can be incorporated into most any subject.

Computers, tablets, and other interactive technologies can help teachers accommodate many other learners' needs as well. The interactive nature of tablet lessons and educational games can be exactly what a tactile learner needs to succeed, literally working their way through learning and information by touch, sound and sight.

There are good reasons why many tactile learners devote so much time to playing video games, often reading and communicating through that medium at much higher grade levels than reflected in their school performance. These games engage their hands, sight and social communication all at the same time, in effect growing their weaker learning skills by synthesizing them with their stronger skills. So, naturally, educational games that strive for this level of holistic engagement can have a similar effect.

Students with learning disabilities often experience a negative cycle of behavioral conditioning in school. They can develop low levels of self-esteem due to difficulties learning, compounded with the perceived negative stigma that learning disabilities can have. In certain situations, this negative cycle of behavioral conditioning and low self-esteem can cause students to develop poor social skills, have trouble with peer interactions, and act out repeatedly in class.

But with new, assistive digital technologies and instantaneous communication, students can learn socially through a virtual medium, which builds their self-esteem in both their own academic abilities as well as their social abilities. With these technologies, teachers can create collaborative, global classroom environments, connecting students with other students around the world, encouraging them to work together across cultural borders.

Becoming a culturally responsive citizen is essential to success in the modern, globalized world. And, as the point of special education is to ready students for college and life after school, engaging them with the global community through assistive technology and positive group interaction can help many aspects of students' cognitive and social development.

A student who is visually impaired but does not have any cognitive disabilities should be able participate fully in the general education classroom, given assistive devices appropriate to that student's level of vision. These can be thought of merely as tools, as with any other writing or reading device. Screen reader software will dictate text on a computer to the student. A host of braille writing and refreshable reading display equipment exists so students can read (and write) silently. Screen and video magnifiers enlarge text to assist students with mild visual impairment. Various adaptive keyboards help students develop hands-free typing skills. Computer programs and apps for tablets come equipped with gesture-based commands and text-to-speech modes to facilitate non-visual use.

Additionally, closed captioning and hearing aids can assist students with hearing impairments. Wheelchairs, prosthetics and other such equipment can help students with mobility impairments. Adaptive interfaces and structural accommodations of many kinds can be used to help students complete everyday activities, from special pencil grips for writing to the ramps, handrails, elevators and automatic door openers found in public buildings. Even adventure education ropes courses can be adapted for use by those with extreme physical disabilities through employing specialized harness-and-pulley systems.

The quantity and quality of content and mediums available to teachers with modern, assistive technologies can allow them to differentiate learning intensively. Combined with myriad adaptive instruction techniques, these technologies can give teachers the opportunity to actively and successfully engage all students. And, most importantly, these technologies can afford students with disabilities of all sorts a full and equal education within the inclusive classroom.

STAFFING

As an LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. VMGA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. VMGA shall ensure that all special education staff hired or contracted by VMGA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

VMGA will employ one special education teacher with specialization in mild/moderate disabilities. In partnership with the Principal, this teacher will ensure the implementation of Individualized Education Plans and compliance with all special education policy, monitoring, and compliance procedures. As the school grows, VMGA will continue to employ an appropriate mix of special education teachers as appropriate for the student population it serves as dictated by the needs indicated on student IEPs.

It will be the duty of the Principal to oversee and ensure the following:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at VMGA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

PROFESSIONAL DEVELOPMENT FOR CHARTER SCHOOL STAFF

VMGA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OCDE and/or SELPA.

As an independent LEA for special education, VMGA shall seek professional development opportunities for its staff through potential trainings facilitated by the OCDE, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

REPORTING

VMGA, in collaboration with the County or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from VMGA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEP's at VMGA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. VMGA will utilize the Notice of Procedural Safeguards used by the OCDE or SELPA in which it is a member.

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. VMGA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a

disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

DISPUTE RESOLUTION

As an LEA for special education purposes, VMGA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of VMGA's alleged failure to provide FAPE to students enrolled in the charter school. VMGA may also initiate a due process hearing or request for mediation with respect to a student enrolled in VMGA if it determines such action is legally necessary or advisable.

COMPLAINT PROCEDURES

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

SECTION 504 OF THE REHABILITATION ACT

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

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

VMGA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

STUDENTS IN OTHER SUBGROUPS

VMGA 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.

VMGA 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. VMGA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

VMGA 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 will be 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 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 will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator.

“A TYPICAL DAY”

Part of a week in the life of a student at Vista Meridian Global Academy:

The following provides an example of what part of a week in the life at Vista Meridian Global Academy might look and feel like for a student. Schools are dynamic, human-centered organizations and, while schedules and basic routines will have consistency, no two weeks will look exactly alike. The following description strives to highlight unique features of a VMGA week but is solely demonstrative. Times and the actual bell schedule have been manipulated to showcase innovative programs, approaches, and signature practices.

Miguel, a tenth-grade student, hops off the Santa Ana trolley with two of his buddies, Jesse and Julian, and the three boys walk towards the rear entrance of their high school, Vista Meridian Global Academy. As they cross the parking lot that connects the trolley station with the school Miguel sees a few familiar sights. A few cars pull up and some of his classmates jump out of their parents’ cars, and simultaneously wave goodbye to their parents and wave hello to Miguel and his friends. Mr. Bailey, the Assistant Principal, is there to greet the students being dropped off, as he always is, and he offers his fist for Miguel to “fist bump” as Miguel walks by.

“Happy Wednesday gentlemen. Let’s make this a terrific day. Make sure you have spoken to Ms. Creed and registered for the PSAT.”

Miguel silently nods. He already has his appointment with Ms. Creed, the school’s counselor, later this afternoon. Ever since beginning 10th grade, Miguel and Ms. Creed have held numerous conversations about his grades, goals and future plans.

As they approach the school entrance, Miguel glances up at the school’s logo. He recalls the morning over a year ago, when Dr. Felch, the Principal, addressed the entire 9th grade class—the first graduating class in Vista Meridian’s history—and explained the significance of the school name. “A meridian is a point of highest development and greatest prosperity. As Vista Charter

Public Schools' first high school, each and every one of you students have reached the point of highest development, which will lead to your greatest prosperity. For some of you, today begins the final step of your long time with us at Vista." Miguel smiled as he reflected on being one of the students who began at Vista in Kindergarten and made it all the way through to the high school and will be in the school's first ever graduating class in 2025. "You will be the ones who show future classes the Vista way." The message was burned into Miguel's memory. He burned to be one to show his classmates, his community, and the world "the Vista way." Miguel feels enormous pride in being in this graduating class, even if it is corny.

The boys are asked for their school lanyard by the supervision aide standing at the door. She also checks each student for proper uniform, and having no issues with his dress, Miguel enters the school, and proceeds to the cafeteria to grab a hot breakfast. He finds a group of his closest friends, and they share gossip and laughter as Miguel eats his food. He eats hurriedly because he wants to ensure he has time to hit the gymnasium to fit in a short basketball game during morning club time before class begins. Even before he swallows his last bite, a group of the boys, Miguel included, jump up, collect their bags, toss their trash in the bin, and head towards the gym.

The gym is bustling with activity. He sees Mr. Jimenez, the PE teacher, setting up for his day while various groups of kids play soccer, or basketball. Other students sit along the perimeter of the gym, listening to music, or pointing and laughing at the students playing. Miguel and his buddies collect a basketball from the rack supplied by Mr. Jimenez. They find an empty net and play a quick, sloppy, and brag filled game of half court basketball.

At 8:20, precisely ten minutes before the start of period 1, Mr. Jimenez blows his whistle and students slowly begin to return equipment and collect their belongings. It is time for period 1, and for Miguel that means it is time for Chemistry. He says goodbye to his basketball friends, who linger in the gym, and walks down the hall towards his classes.

Late in his 9th grade year Miguel and his classmates each selected which of the three academic pathways offered at Meridian that he would pursue. He was provided information about each pathway: a Biotech Pathway, an International Business pathway, a Cyber Security pathway, and a Climate Change Leadership pathway. Although he has a strong love for technology and was tempted to select the Cyber Security pathway, Miguel's mom reminded him that he always has said that he wanted to be a doctor when he grew up. By selecting the Biotech pathway, Miguel will have the opportunity to take classes at nearby Santa Ana college, and maybe even earn his Associate's Degree while he is still in high school. Nobody in his family has yet attended college and he could earn a degree while still in high school! Miguel is determined to make that happen.

Wednesday 8:30 a.m. Period 1: CHEMISTRY

Miguel is greeted at the door by his teacher Ms. Sotero. She smiles and says, "Good morning, Miguel," as she hands him a sheet of paper, and adds, "This is the goals sheet for your group for today. Your group is here already." Miguel knows that is Ms. Sotero's way of warning him about almost being tardy, so he quietly joins his group of 4 to work on the goal sheet.

After 5 minutes, Ms. Sotero dings her bell, and calls the class to attention. She then introduces the day's teaching point, which she presents using Meridian's WHAT, HOW, and WHY

template. Pointing to the smart board she explains, “Okay Chemists, we’ve been becoming experts on the chemical processes of how viruses do their dirty work. You’ve all learned many things about what chemicals destroy different viruses and why. Eddie, head up please,” she says. Eddie’s head pops up across the room. “Today, chemists, I want to teach you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. I am going to demonstrate that by walking your groups through how to use your computers to create an infographic for use in public spaces all around the community, which can share a great deal of important information quickly in an engaging way. We are going to learn this because globally competent scientists use their knowledge to inform the public about possible health hazards when they can.” She scans the room, and continues, “Make sure you have the essay you are writing in ELA handy because you will want to make sure that the same points you are arguing in the essay will also be on your infographic.”

Miguel reaches into his bag and pulls out his English folder. The teachers in Miguel’s 4 core classes (Chemistry, English, Integrated Math II and U.S. History) had worked together during their preparation periods and during professional development meetings to craft a multidisciplinary unit on “Infectious Disease.” Every class had spent the last three weeks learning about infectious diseases through the lenses of different courses. Miguel enjoyed learning about the topic so much that he often forgot he was really learning chemistry or math or writing. His teachers made his schoolwork feel so authentic that it was easy to get lost in the flow of his work. To Miguel, what he was doing at school felt important.

Ms. Sotero continues class with a fast ten-minute lesson where she uses her own computer to demonstrate a way the students might create their infographics. As she does so she shares her thinking. “The first thing I need to decide is what facts and information I will include in my infographic. I know this infographic will be used inside laboratories and universities where scientists work. So on this infographic I am going to make sure I am using scientific terminology. Instead of “clean” I might say “use anti-viral solutions.” I know that part of the assignment will be to create a second infographic for lay people, so I can use the informal language there.” She pauses slightly. “Now look through your essays. Each of you find one fact or piece of information you think you must include in your infographic.” Students across the room rifle through their papers. Miguel scans his own essay and selects the fact “one virus alone killed over 675,000 Americans in 1918.”

“Now share your one fact with your team and explain why you feel this fact must be included in your infographic. What makes your fact so important? I will set the timer for 5 minutes.” She sets her timer and walks among the teams. Miguel and his team take turns sharing their ideas.

When it is his turn, Miguel shares his fact, adding, “We need to include this because it shows how bad this can get.”

“How bad can what get?” asks Ms. Sotero, who has walked up while Miguel was focused on listening to his teammate.

“How bad an...infectious...outbreak...could be?” Miguel offers hopefully.

“Well that is a little better, but I think you and your team will need to work being very specific in your explanations. It does not help to be vague and general when you are using science to save the world.” She moves on to the next group. Miguel cannot help but smile for two reasons. The first reason is that he thinks Ms. Sotero is funny. She is firm, and she can be weird, but Miguel loves her warmth and gentle guidance. The second reason he is smiling is because the goal his group wrote down during the warmup was “Try to be as clear about what we say and mean as possible.” When he looks back at his team, he sees they are smiling too.

When the timer goes off, Ms. Sotero asks, “What questions might there be?” When no one asks a question she quips, “Oh, there will be questions. Ok. You know what to do. You have 40 minutes. Get cracking. I will come around.”

The room erupts in energy and action as groups pull out their Chromebooks and notebooks and get down to work. His team begins its work by everyone assuming their previously chosen role. Miguel is the timekeeper. His job is to move the team along if it gets stuck and he is also responsible for letting the team know how much time was left. He had requested this role, because he often found himself forgetting how much time was left when he was in the middle of working with his team. By the time 40 minutes had passed, his team had chosen their 8 facts, and their visual theme and had begun laying out the infographic using the application Ms. Sotero had shared.

Ms. Sotero once again calls the class to attention and begins the routine of class progress share out. She begins, “Today I taught you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. We demonstrated this by working on creating infographics which can share a great deal of important information quickly in an engaging way. So let’s go around the room and can I have each facilitator share today’s progress with the class? Team Alpha?”

Angie, the facilitator of Miguel’s group shares, “We chose our 8 pieces of information, and then we decided on our theme. We are now in the middle of designing the first one.”

Ms. Sotero thanks her and asks the other groups to share their progress. Miguel tries hard to listen to each group but he keeps drifting off and thinking about his next class, English. He feels nervous.

As the last team finishes, Ms. Sotero says, “Today’s exit ticket is a review. Everyone should get this one. What are the 6 most common types of chemical reactions? List them.”

Miguel quickly scribbled, *combination, decomposition, combustion, single and double something* on the paper and hung his head as he handed his paper in. He is frustrated he couldn’t remember the last three names. It annoys him until he bumps into Julian who asks, “Are you ready man. You go today, right?”

“Yeah, I go,” Miguel says.

“I can’t wait to hear your speech, bro.”

By this time the boys have reached their next class.

Wednesday 10:00 a.m. Period 3: ENGLISH 10

As Miguel and Julian enter the room, Miguel notices the shelves of books along the far wall. He has read eight full books so far this year, during his independent reading time, and Miguel has spent a significant amount of time “book shopping” in those bookshelves.

The second thing he notices is that his teacher, Mr. Chaffino, has arranged the seats in a circle, which could only mean one thing.

“Socratic Seminar,” says Miguel excitedly. He loves Socratic Seminar. When teachers and students hold deep conversations about what they are reading and writing Miguel feels much more connected to his classmates. He enjoys sharing ideas about great authors, and classic books, and debating controversial ideas in the safe structure the Seminar provides.

Mr. Aguilar waits until the last student has settled into the circle before addressing the class. “Good morning Writers! One thing that strong writers do to strengthen their writing is to talk about their writing with other writers. Sharing struggles and ideas helps all writers because by sharing these things writers can gain different perspectives on their work. Other writers may have solutions to our writing problems, or they may offer a differing viewpoint which forces you to fortify your own thinking and of course writing. So if everyone looks at the agenda for the day...”

Heads turn to view the white board.

Mr. Aguilar continues, “So today we will begin class with a Socratic Seminar. I will ask you open ended questions about your Infectious Disease Position Papers and we will see if we can’t assist one another as we get ready for final edits on Friday. After Seminar we will have Independent time, where most of you will be revising your drafts, or rehearsing for round one of your speeches. During that time I will be finishing up the last couple of writing conferences. Miguel, I think we have a conference today, and Amy, Luis, and Giovanny. Then we will close class with the first round of Speech rehearsal and feedback. Look at the sign up on the board. Today’s speakers shall be Miguel, wow, Miguel, it is a busy day for you.” Miguel knows that. That’s why he feels nervous.

“Ok, writers, you all have been working and researching different aspects of the topic infectious Disease. We’ve read and analyzed parts of Journal of the Plague Year by Daniel Defoe...” A moan ripples through the room. “Yeah, yeah, you loved it. We looked at part of Pale Horse, Pale Rider by Katherine Anne Porter. We’ve read a few articles about COVID 19 and the Spanish Flu. All that in addition to whatever research you’ve done on your topics. Wow, you must really be experts on disease by now.” Miguel feels like he is far from an expert but he is learning so much about this topic through the way his teachers organize their lessons. If this is what Biotech looks and felt like, he is all in.

“So my first question is what part of writing up your findings in your position paper is challenging you the most? Share your specific topic and then share what you find most challenging.”

Following an engaging Socratic Seminar discussion, the class is given time to work on their writing.

“We have three speakers today. I want to remind everyone about our Rules for the Audience. These are not finished speeches. After each speech we will provide 3 pieces of feedback. Miguel, are you ready?”

Miguel slowly walks to the front of the class. He fights the butterflies off and clears his throat. Then he begins, “In an increasingly interconnected world, the issues of global health and infectious disease have a real impact on us all. Malaria kills more than half a million children each year. The most frequent cause of death in developing nations are infectious diseases, such as malaria and tuberculosis, which are virtually nonexistent in developed nations. Millions of children under five die from preventable infectious diseases. This is why, although the economy was harmed, closing down businesses and forcing people to stay home was the right thing to do, because it saved lives and prevented our hospitals from being crowded ...” As Miguel continues, his breathing becomes more steady.

Miguel finishes his speech and takes a deep breath. Public speaking always makes him nervous, and almost every class requires some kind of speaking. He knows that even though he is not the best speaker, he is getting better each time. Mr. Aguilar asks the class for feedback.

“Slow down. You speak quickly,” one student offers.

“Towards the end, when you stumbled, you almost let it throw off the rest of the speech. The audience does not know when you make a mistake. Just keep going.”

“Eye contact. You never looked up from your paper.”

Miguel thanks the class for their polite applause and returns to his seat to listen to the next two speakers. Miguel feels jealous that they seem to be so comfortable, but he knows he can get to the same place if he keeps on working. It worked in Math when he struggled, and it will work here.

Once the speakers receive their feedback, Mr. Aguilar reminds them what is due Friday when they meet again and dismisses the class. Miguel collects his belongings and as he leaves, Mr. Aguilar says, “Miguel, your speech was so much improved. I can tell you have been putting effort into this.” Miguel thanks him. He has been working hard on this.

As he steps into the hall, Miguel realizes that he is hungry. Good thing it is lunch time. He waits for his boys outside their class before heading to the gym for pre-lunch recess. At Meridian, students are given their recess before they eat. It helps them build an appetite, and more students seem to eat the healthy and tasty school lunches when they aren’t rushing off to play.

11:25 a.m. Lunch

When he arrives, the gym is already alive with activity. He sees the campus supervision team stationed around the gym watching the games of soccer, basketball, and volleyball being played. Scattered around the gym are clusters of students. He finds his buddies and joins the basketball game already in progress. Miguel hopes that by next year, when he is a Junior, he will be able to play on the school's basketball team. He badly wants to represent his school as a Meridian Eagle by playing his favorite sport. If he continues to practice, and listen to Coach Jimenez, he knows he will improve in basketball just as he has improved in Math and Writing.

Fifteen minutes pass too quickly, and the whistles blow alerting the students that it is time to join the cafeteria line. He grabs his lunch, chicken quesadillas, his favorite, and sits in his usual spot. He gobbles his food down and spends the remainder of lunch time chatting and laughing with his friends. Once the signal is given to dismiss by table, Miguel and his table throw out their trash and head on to their next class. For Miguel, that is Integrated Math II.

12:45 p.m. Period 5: Integrated Math II

Miguel knows the routines of Math class like the back of his hand. Upon being greeted by his teacher Ms. Penate, he joins the other students at his assigned table, as they all take out their Chromebooks and log in to Google classroom. There he finds his Math Goals Tracker form. On this form he reviews the work he accomplished during the last class, this past Monday. He reminds himself that he was in the middle of practicing translating the information included in word problems into an appropriate equation that Ms. Penate had taught him and his group at the teacher's table.

Miguel understands that he still needs to practice this skill today, because on Monday he did not reach his goal: *I will select the best equation to solve a problem, based on the information contained in the word problem in at least 4 out of 5 tries.* Shaking his head, Miguel remembers how he struggled on Monday. He reassures himself by recalling what Ms. Penate said to him then, when she saw his scrunched-up face. "Remember, Miguel, what I always say. Fail early and fail often. As long as you keep your Growth Mindset, you will get better. Don't give up on yourself. I'm here when you need my help." Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

"What's your daily goal, Miguel?" asks Anahi, his elbow partner.

"I'm still going to practice word problems," he responds. He glances at Anahi's tracker and sees that she has a completely different goal. Anahi will be using Khan Academy for independent practice on inequalities. Miguel practiced his inequalities last week and feels the pride that comes from accomplishing a goal one sets for oneself. He submits his daily goal tracker online and finds the Word Problem practice that Ms. Penate has uploaded.

Just as he is about to begin, Ms. Penate calls the class to attention. "By now, you all should have submitted your daily goals...Anahi, it looks like I still don't have yours." Miguel notices Anahi quickly hit a button on her keyboard. Soon after Ms. Penate says, "Ahh, there we go. Thank you, Anahi, my friend.

“I noticed on Monday that a few of you still had some questions about how to pick the proper equation for word problems. So today I will start by meeting with you at the Teacher’s Table. So can I see Eduardo, Miguel, Daniella, Hector and Estrella up here with me? In the second rotation I would like to see Angel, Ashley, Raymond, and Sissi at the teacher’s table, and we will review ratios, okay? Raise your hand if you would like to begin with continuing working on your Cost-Benefit analysis of the COVID 19 shutdowns.” Miguel sees the hands of seven classmates go up in the air. He is anxious to work on his analysis, but he knows he must meet the teacher at the teacher table first. “Great. You all start the rotation at the back tables. Who is ready for an assessment?” Only two hands go up. “Okay, Jesse and Maribel, do you know what standards you are assessing?” They nod in the affirmative. “Okay, all the assessments are already in Google classroom listed by standards. Take your time. I suppose the rest of you are looking to begin with peer study partners?” Many head nods. “Ok then, get to it.”

The classroom explodes with movement as students pack and stack their belongings and move to the appropriate table. The students in the back at the independent practice table pop earbuds in and begin intently watching the Khan Academy videos their teacher had linked to their accounts. Other students paired off and began to hold quiet “six-inch voice” conversations about their Math assignments. Jesse and Maribel transitioned to the assessment corner. Miguel was impressed as he looked at Jesse, who had an eager and determined look on his face. Miguel could remember a time where Jesse hated Math class and would spend most of his time misbehaving or checking his cell phone. However, ever since joining Ms. Penate’s class, with her way of teaching Jesse has changed completely. It seems to Miguel that Jesse actually enjoys Math class.

Miguel knows why. In the past, the entire class had to sit quietly while the teacher would speed through practice problems on the board, assign the same practice problems for homework, and give the same exam to everyone on Friday. Now, in Ms. Penate’s class, students are given the choice to work on the things that they want and need to work on. No longer is the Math lesson one-size-fits-all. Ms. Penate meets with small groups of students and teaches them the standards they still have to Master. Miguel finds it much more exciting and fun because he knows he is learning exactly what he needs to know, and he is ready to learn it, and eager to demonstrate when he masters a new idea.

By the end of this class, Miguel has revised his weekly goals for word problems and he has collaborated with Anahi on his COVID Cost Benefit analysis. Again, class was dismissed before he knew it. Miguel was very satisfied with the work he had completed.

Ms. Penate refers students to today’s exit ticket on google classroom. Miguel types in his reply and waits to be dismissed.

The hallways are bustling, as Miguel walks towards his final class of the day, Physical Education. That means he is headed back to the gymnasium.

2:15 p.m. Period 7: PHYSICAL EDUCATION

Most students entered the gym and walk immediately to the appropriate locker room to change into their PE uniforms, with “Meridian Athletics” boldly printed across the front, with a small

Eagle on the sleeve. Miguel instead walks to Coach Jimenez, who is laying out traffic cones at each corner of the gym in preparation for the mile run which is held every Wednesday.

“Hi Coach.”

“What is going on, Miguel? Go get your uniform on.”

“I have an appointment with Ms. Creed at 2:10 and I wanted to tell you first. I am not ditching.”

“Thank you for telling me. When you get back you are still doing the mile.”

“Yes, coach.” Miguel walks to the front office, and speaks to Ms. Ruth, the office manager. “Hi Ms. Ruth, I have a meeting with...”

“...Ms. Creed. I know, Miguel. You can go in. She is waiting for you.” Miguel is always amazed that Ms. Ruth seems to know everything that is going on at Meridian. She knows every student, and most of their parents by name.

Miguel enters Ms. Creed’s office and already she has a few documents spread out on the table. She welcomes Miguel and closes her door.

“Thanks for coming on time, Miguel. There are a few things I would like to run through with you. The first thing I want to do is make sure you have registered for the PSAT next month. Have you registered yet?”

“No ma’am. I want to register now.”

She hands him the school registration form, and he carefully fills it out. The PSAT is a requirement of all 10th graders and the registration is simple. Ms. Creed accepts the registration and hands him a reservation ticket. “You will be in group 3. Do not lose that ticket. We won’t allow you to test in your session without it.”

“OK.”

“Now let’s go over your Individual Graduation Plan. I was reviewing this earlier, and I am impressed. You are all caught up on your credits, and so far your grades look good for this semester. I do want to ask what is going on in English class?”

Miguel’s lowest grade was in English. It was always lowest in English. “Yeah, I am not a great writer, but Mr. Aguilar and I have been really working to improve it. I should raise that to a B with my next project.”

“I am glad to hear that you and Mr. Aguilar are working on it, but how would you feel if we could get you some additional support? If I can arrange for a tutor during Zero Period, would you be open to work with them?”

Miguel understood that hard work and practice pays off. That is the Vista way. He agreed to working with a tutor to raise his grade.

“Excellent. Now let’s talk about your progress in your Pathway. How is that going?” Miguel says it is going well, and that his family is so proud of him for being the first in their family to earn college credits.

Miguel’s time at Vista had taught him how to maintain a Growth Mindset. He had learned over time to relish challenges. He understands that growth comes through hard work and discomfort.

“Ok, Miguel. Good meeting. Let’s schedule our next meeting. How about one month from today? Does this time work for you?”

Ms. Creed smiles her warm smile, as he leaves her office. Miguel wonders if he would be doing as well as he is without the support of his counselor. Miguel was grateful for all the adults at Meridian who care so deeply. Teachers come early and stay late to offer additional support and practice. The counselors maintain regular meetings with all students to monitor their progress. Even the Principal, Dr. Felch, runs the school with a kind heart, and tremendous pride in all his students.

Miguel could no longer delay. He changes in the locker room and walks to the starting line. By now the rest of the class are split off. Some are working with the Teacher’s Assistant on plyometric exercises. Others are huddled around Coach Jimenez who is demonstrating the proper grip on a golf club. Coach Jimenez sees Miguel on the starting line, and calls, “Miguel, 25 laps. Hit it!” Miguel is off and running.

As he runs, he goes through the day’s events in his mind. Dismissal time is coming soon, and it does not even feel to Miguel as though he has been doing schoolwork all day. He is proud of his infographic, glad his speech went well, and is satisfied with the progress he made in Math today, and happy with his time with Ms. Creed. He then thinks ahead to tomorrow and what it will bring. He will engage in a debate in U.S. History over the U.S. response to the 1918 Spanish flu epidemic. One more challenge: 23 more laps and he takes off.

Coach Jimenez dismisses the class at 3:30 to change back into their school clothes.

When his mother arrives to give him a ride home from school, Miguel is shiny with sweat, and exhausted from the day. She asks him, “So how was your day? I know you were nervous about your speech?”

Miguel thinks for a minute, then replies, “Oh you, know, it was a regular day at Vista Meridian Global Academy.”

“So, was it good?” Mom pushes.

“It was a great day,” Miguel says, looking out at the school logo as they drive away home. *Tomorrow I get to do it again*, he thinks as the school recedes in the distance.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. 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 § 47605.6(b)(5)(B).)

VMGA will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. VMGA will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

VMGA will pursue the ambitious student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the new CAASPP assessments, as well as state priorities detailed in California Education Code § 52060(d), as detailed in the chart below.

These student outcomes are directly tied to the goal of providing scholars with a rigorous standards-based program while preparing them to be college and career-ready.

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

VMGA 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 CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter 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, VMGA’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

<p>CONDITIONS OF LEARNING</p> <p>All VMGA students will have access to a high-quality education program taught by qualified teachers.</p>	Related State Priorities:		
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
Local Priorities:			
<input type="checkbox"/> : <input type="checkbox"/> :			

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- VMGA will hire, supervise, evaluate and retain qualified teaching staff.
- VMGA will ensure verification of proper credentials and DoJ clearance prior to start of employment.
- VMGA will actively recruit qualified teachers reflecting student ethnic demographics

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- VMGA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- VMGA will review alignment of instructional materials to standards.
- VMGA will maintain an annual inventory of instructional materials and respective purchase of materials.
- VMGA budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- VMGA facilities will be maintained and cleaned by custodial staff
- VMGA will do annual and monthly facility inspections to screen for safety hazards.
- VMGA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- VMGA will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- VMGA will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs.
- VMGA will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including

A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

- *VMGA will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.*
- *VMGA will provide 1:1 technology (Chromebooks) to ensure access to web resources and curriculum tools.*
- *VMGA will hire, train, supervise and evaluate qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.*
- *VMGA staff and administration will review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses*

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at VMGA appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	100%	N/A	100%	100%	100%	100%

Priority 1 Outcome 2: All VMGA students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: % of VMGA students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	100%	N/A	100%	100%	100%	100%

Priority 1 Outcome 3: VMGA facilities will be maintained and cleaned through a contract with custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	≥ 90%	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Priority 2 Outcome 1: VMGA will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	100%	N/A	100%	100%	100%	100%

Priority 7 Outcome 1: All VMGA students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses.

Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	100%	N/A	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
PUPIL OUTCOMES	Related State Priorities:
Every VMGA student will have the right to a personalized and individualized education.	<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	
<ul style="list-style-type: none"> - <i>Priority 4 (Pupil Achievement)</i> - - <i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)</i> - <i>VMGA will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.</i> - <i>VMGA will provide comprehensive professional development to support student achievement.</i> - <i>VMGA will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.</i> - - <i>Priority 4 Outcome 2 – Share of English learners that become English proficient</i> - <i>See above; plus: VMGA will implement the Vista Public Schools English Learner Master Plan.</i> - <i>VMGA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</i> - <i>VMGA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</i> - <i>VMGA will provide professional development related to EL support, including ELPAC training and re-designation criteria.</i> - <i>VMGA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</i> - - <i>Priority 4 Outcome 3- English learner reclassification rate</i> - <i>Same as Priority 4 Outcome 2 above, plus:</i> - <i>VMGA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</i> - <i>VMGA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</i> - - <i>Priority 4 Outcome 4 - All high school students, including all subgroups., will make adequate progress on the SAT/ACT standardized assessment, including taking the PSAT 10 and PSAT in 10th and 11th grades, respectively.</i> 	

- All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SPED, for CCSS in ELA/ELD, math, NGSS and prep test support
- All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly
-
- Priority 4 Outcome 5 – All students, including all subgroups, will make adequate progress toward A-G completion
- VMGA will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.
-
- Priority 4 Outcome 6 – All students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.
- VMGA will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.
- VMGA will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.
-
- Priority 8 (Other Pupil Outcomes)
- Priority 8 Outcome 1 - VMGA will offer all students, including all subgroups, a rigorous, high-quality STEAM curriculum.
- VMGA will provide four CTE pathways in Biotechnology, International Business, Cyber Security, and Climate Change Leadership for students to complete dual enrollment and work-based learning experiences.
- VMGA will provide resources, professional development, time and materials for all students to engage in meaningful, hands-on learning in STEAM activities via PLTW curriculum and other “best practices” STEAM learning opportunities.
- VMGA will educate its students to be globally competent through its partnership and resources with Community Catalyst Partners’ International Studies Schools Network. Through this model students will learn to 1) Investigate the World, 2) Recognize different perspectives, 3) Communicate their ideas, and 4) Take Action.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: VMGA students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

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	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	Baseline with first class of 11 th graders	School-wide and all significant subgroups will meet or exceed annual targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed annual targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed annual targets for growth on the CAASPP in ELA and Math.

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of nearby comparison schools as demonstrated on ELPAC assessments						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
English Learners	<i>N/A</i>	<i>N/A</i>	<i>Baseline established with first year of ELPAC testing..</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.</i>
Priority 4 Outcome 3: VMGA will ensure EL reclassification rate will meet or exceed the local District’s reclassification rate. Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
English Learners	<i>N/A</i>	<i>N/A</i>	<i>Baseline established with first year of reclassifications.</i>	<i>Percentage of students reclassified each year will meet or exceed local District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed local District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed local District rate.</i>
Priority 4 Outcome 4: VMGA students, including all significant subgroups, will meet or exceed growth targets for SAT/ACT college prep exams Metric/Method for Measuring: SAT/ACT test scores						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>N/A</i>	<i>N/A</i>	<i>SAT/ACT scores will meet or exceed local District average</i>	<i>SAT/ACT scores will meet or exceed local District average</i>	<i>SAT/ACT scores will meet or exceed local District average</i>	<i>SAT/ACT scores will meet or exceed local District average</i>
Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established
Priority 8 Outcome 1: All VMGA students will participate in a rigorous, high-quality STEM curriculum. Metric/Method for Measuring: % of access to STEM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	100%	N/A	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL # 3	
<p align="center">ENGAGEMENT</p> <p align="center"><i>VMGA student academic achievement is supported by parents.</i></p>	<p>Related State Priorities:</p> <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
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent input in decision making.

- VMGA will engage parents in a series of relevant and interesting workshops related to their student’s success, including workshops pertaining to A-G and financial aid for college-bound students.
- VMGA will maintain school website as a communication tool for the community.
- VMGA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.
- The VMGA Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- VMGA parent outreach and communications will stress the importance of attendance and arriving at school on time each day
- VMGA’s School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team to help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

Priority 5 Outcome 2 – Dropout rates

- VMGA will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs.
- VMGA’s Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program.

Priority 5 Outcome 3 – Graduation Rates

- VMGA will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- VMGA will provide training and support for restorative justice practices and Way of Council
- VMGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates

- VMGA will provide training and support for restorative justice practices and Way of Council
- VMGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- VMGA will implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: VMGA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	Establish baseline.	Increase parent participati	Increase parent participati	Increase parent participati

				<i>on rate annually (target estimated at 2-3% annually)</i>	<i>on rate annually (target estimated at 2-3% annually)</i>	<i>on rate annually (target estimated at 2-3% annually)</i>
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Priority 3 Outcome 2: VMGA Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining

Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	100%	100%	100%	100%

Priority 5 Outcome 1: VMGA maintain a high attendance rate and low rate of students who are chronically absent

Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>District average.</i>	<i>N/A</i>	<i>Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>

Priority 5 Outcome 2: VMGA will maintain a low dropout rate

Metric/Method for Measuring: Dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A.	<i>Dropout rate that is the same or lower than nearby comparis</i>	<i>Maintain low dropout rate that is the same or lower than nearby</i>	<i>Maintain low dropout rate that is the same or lower than nearby</i>	<i>Maintain low dropout rate that is the same or lower than nearby</i>

			<i>on schools</i>	<i>comparison schools.</i>	<i>comparison schools.</i>	<i>comparison schools.</i>
Priority 5 Outcome 3: VMGA will maintain a high graduation rate						
Metric/Method for Measuring: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>Graduation rate will be equal to or higher than that of the District Average.</i>	<i>Graduation rate will be equal to or higher than that of the District Average.</i>
Priority 6 Outcome 1: VMGA will maintain a low suspension rate that is $\leq 2\%$.						
Metric/Method for Measuring: % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>N/A</i>	<i>N/A</i>	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$
Priority 6 Outcome 2: VMGA will maintain a low expulsion rate that is $\leq 0.5\%$.						
Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>N/A</i>	<i>N/A</i>	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$
Priority 6 Outcome 3: VMGA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.						
Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All Students (Schoolwide and all Significant Subgroups)	<i>N/A</i>	<i>N/A</i>	<i>Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on</i>

				<i>school climate (estimated target 2- 3% annually)</i>	<i>school climate (estimated target 2- 3% annually)</i>	<i>school climate (estimated target 2- 3% annually)</i>
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ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE MEASURED

“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 § 47605.6(b)(5)(C).)

MEASURE FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VMGA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes 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. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. VMGA affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

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)	9-12	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against digital portfolio goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
California Science Test (CAST)	State Assessment in Science	once in grades 9-12	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
CAASPP Interim Assessments (IABs and ICAs)	Determine standards mastery in ELA and Math	11	Interim comprehensive administered at beginning and middle of year.

			The Interim Blocks are used 4 times per year at end of instructional units
Renaissance STAR 360, Agile Math	Diagnostic Reading and Math Assessment	9-12	Beginning, middle and end of year
ELPAC	Measure English language acquisition	9-12	Upon enrollment and once annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	9	Once a year
PSAT10/PSAT/SAT/ACT	Pre-college admittance exams.	10 th -12 th	PSAT: Annual; SAT/ACT annual or repeated as desired
AP Exams	Measure content and skills of AP courses.	10 th -12 th	Once a year
Portfolio Presentations	Presentation of work samples from across the school year.	9-12	9 th , 10 th , and 11 th grades present to their classrooms more informally; 12 th graders present more formally to a panel of VMGA staff.
Senior Defense Portfolio	The VMGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity	12	12 th graders present formally to a panel of VMGA staff, and may include additional guests selected by student including family, loved ones and friends

DATA ANALYSIS AND REPORTING

VMGA'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 stakeholders. Parents/guardians and students 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 through email and on the school website. Recognizing that not all families have internet access at home, VMGA also sends regular paper communication home to families, makes phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Vista's Superintendent, in collaboration with the Vista's District Data Coordinator (home office) and all school staff, are responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at VMGA 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 helps 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.)

VMGA 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

VMGA 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 will 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, VMGA will use Portfolio Assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments will require students to compile a variety of work products in various subjects throughout the year and then make a presentation of their work: in 12th grade, this is a formal presentation to a panel of VMGA staff, while in 9th, 10th and 11th grades, the presentations will be more informally made to their classroom. The portfolio work will product represent a sample of students' accomplishments, academic progress, interests, and reflections. In addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency. They will also allow a teacher to understand the student's growth over time versus their performance on a given day.

VMGA will use an online student portfolio for organizing and archiving student achievements from each grade. At the end of 12th grade, students participate in a Portfolio Defense and 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 are the basis for discussion in each student'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. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

SENIOR DEFENSE

The VMGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity. Satisfactory completion of the defense will often be the final requisite a Vista Senior clear to allow them to walk the stage at graduation.

Seniors will begin preparation for the defense at the end of the Fall semester, following the application period for CalState and UC schools. Students will receive an assignment rubric with clear grading guidelines and instructions, free to construct their arguments to best reflect their growth and personal narrative. They must include three pieces of work to best reflect their change over time, one of which must be drawn from their pathway concentration.

The defense will be delivered to a panel of three adults, and may include guests selected by the student. We will invite students to ask their parents, loved ones, and (when possible) friends to be in attendance to provide support and encouragement.

REPORT CARDS

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. VMGA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the VMGA 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 contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* 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 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 act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

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

Honors/AP/Dual enrollment courses will be weighted an extra grade point.

RETENTION

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention is retention. Parents will be 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 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 § 47605.6(b)(5)(E).)

GOVERNANCE STRUCTURE

VMGA will be a directly-funded independent Charter School operated by Vista Charter Public Schools, Inc. (VCPS or the Corporation) a California non-profit public benefit corporation, pursuant to California law. VMGA will be governed by the VCPS Board of Directors (“Board”) in accordance with the Charter Schools Act, California law, the VCPS Bylaws, and the terms of this charter. VCPS shall comply with the Brown Act (Government Code §54950 et seq.), the Public Records Act (Government Code 6250 et seq.), the Political Reform Act (Govt. Code §81000 et seq.) and Govt. Code §1090 et seq. Copies of the VCPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix 2.

VMGA will operate autonomously from the County with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and VMGA.

Pursuant to Education Code Section 47604(c), the County shall not be liable for the debts and obligations of VMGA, nor will the County be liable for claims arising from the performance of acts, errors, or omissions by VMGA as long as the County has complied with all oversight responsibilities required by law.

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall annually notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. VMGA shall enter into a Memorandum of Understanding with its authorizer that describes further the processes and policies between the Charter and Authorizer, including annual oversight visits and reviews and the process, timelines and evaluation criteria for charter renewal.

All of the VCPS corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The VCPS Superintendent shall serve as the President of the corporation, but no other VCPS employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

VCPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. VCPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the

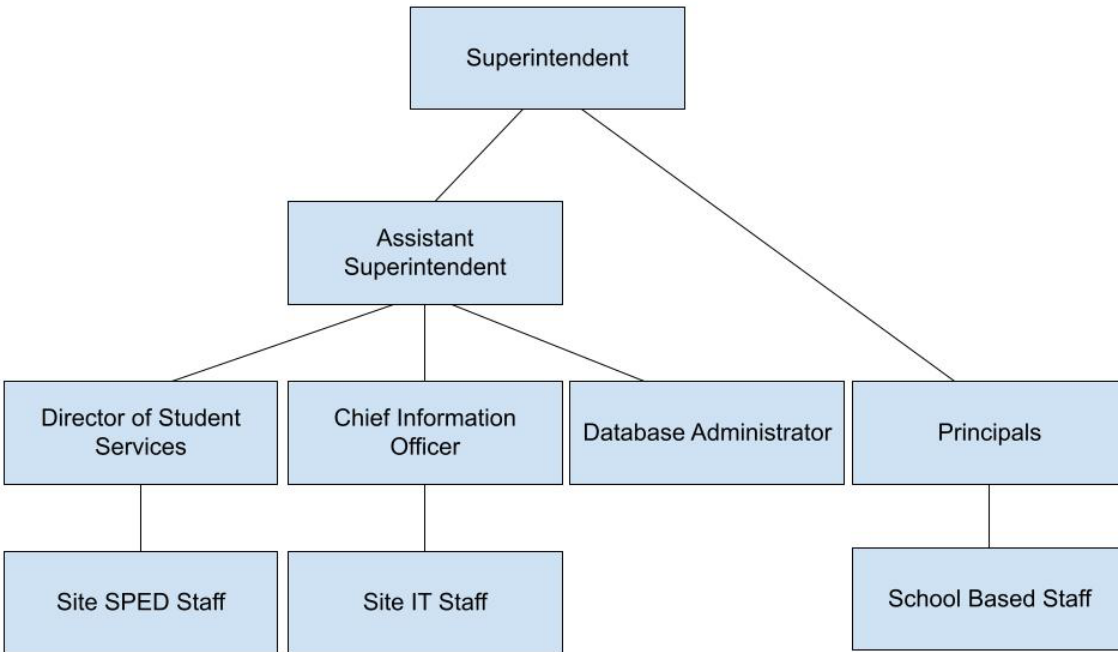
Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. VCPS shall not have any employees on its Board of Directors. By the terms of its Charter, VMGA is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 et seq. and the Political Reform Act to the same extent as if VMGA were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the County and Charter School agree to comply with the updated law or decision.

VCPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. VCPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected VCPS officers, employees, representatives, consultants, and governing board members to comply therewith.

VMGA shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of VCPS, the provisions of the Charter shall prevail.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors (“Board”) is fully responsible for the operation and fiscal affairs of VMGA 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 VMGA.
- Approve and monitor VMGA’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 VMGA 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 VMGA’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 VMGA is established.

The VCPS 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 Principal.

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

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- 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 will be 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 ensures student achievement which is 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 fosters 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 VCPS 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 VCPS 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 VCPS 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.

VCPS 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
Dr. Suzie Oh	Member	Education Consultant

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS 91-100, 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 director 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 VCPS, 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).

Pupil Board Members

Pursuant to Assembly Bill 824 [2021], charter school governing boards may appoint one or more high school pupils as members of their governing bodies in response to petitions from high school pupils enrolled in the charter school. VMGA shall develop policies and procedures for the selection of pupils to serve on the board, including a policy that allows the terms of student board members to be adjusted only in cases where a vacancy occurs or to provide more pupils with an opportunity to serve on that governing board.

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 sets its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates are 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 shall be posted at least 72 hours prior to any regular board meeting at **VMGA 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.

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VMGA employees. Hard copies of the agenda and meeting materials are made available at the meeting location.
2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in VCPS'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 complies 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 OCDE boundaries, all votes must be by roll call).

Board Professional Development

Board members 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

VMGA believes that parent involvement translates into increased student achievement. VMGA will encourage, honor, and respect parent voice. Parent involvement and the inclusion of the parent voice are essential and will be ensured in the following ways:

School Site Council

The School Site Council (SSC) will be composed of:

- 3 Students
- 3 Parents
- 3 Teachers
- VMGA Principal
- 1 Out-of-classroom staff member
- 1 Community member

VMGA'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 SSC meeting to the VCPS Board. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the school's governing board meetings.

School Site Council teacher representatives will be selected by the teaching staff on an annual basis. The classified representative and the parent representatives will be selected on an annual basis by vote of their respective peers.

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

Each year, the Site Administrator will also 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 will solicit 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 will house all-important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at VMGA when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings

School-parent meetings will be 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 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 are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and

advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VMGA 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 are 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
- Helping Your Teenager Engage in Healthy Online Habits
- Child Psychology and Behavior
- Cultivating Strong Study Habits at Home
- Transitioning to College for Parents of High School Students with IEPs College Admissions 101 for Parents & Guardians
- FAFSA Workshop for Senior Parents & Guardians

Surveys

An annual parent survey will be sent home and collected to inform the development of VMGA programs for the Local Control Accountability Plan and to obtain a sense of parent and student satisfaction. The results of this survey will be made available to all VMGA stakeholders including: students, parents, VMGA staff, the School Site Council, and the Board of Directors.

Volunteer Opportunities

No parent or guardian of a VMGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VMGA. Parents, however, will be provided many opportunities for volunteering at VMGA. Service opportunities will include but will not be limited to clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents can determine the type of service they contribute to VMGA based on their particular interests, strengths, and availability.

VMGA will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent's template.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605.6(b)(5)(F).)

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at VMGA will be required to have credentials equivalent to those required by the District as applicable and required by law for Core and College-preparatory courses.

VMGA prohibits discrimination and harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, immigration status, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. VMGA is a School of Choice and no employee will be forced to work at the Charter School. VMGA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records. VMGA will comply with all State and federal mandates and legal guidelines relative to ESSA.

Employee Code of Conduct

VMGA shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians each July 1 and will post the code on the school's web site.

Notwithstanding Ed. Code section 47605(l), teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

School-site staff will further be supported and overseen by the VCPS Superintendent and Database Administrator 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 fosters 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 school leaders
- Develop and maintain a cohesive culture which reflects VCPS'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 VMGA
- 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

Assistant Superintendent (Certificated)

As a Leader within the Executive Team, the Assistant Superintendent leads and supports the implementation of the Vista's Signature Practices focusing on Educational Excellence and Innovation for Learning, Professional Development, Assessment, and Improved Student Achievement.

Responsibilities:

- Oversees the development of a clear vision for the Curriculum and Instruction department to work collaboratively and productively toward the achievement of Academic Excellence for students and in fulfillment of the District's Blueprint for Educational Excellence and Innovation, the LCAP, Board Goals, and the District's Vision, Mission, and Values.
- Ensures for the implementation of the California Common Core State Standards.
- Ensures appropriate resources are provided to support the implementation of the Common Core State Standards.
- Ensures appropriate, high-quality professional development is offered to support certificated and classified efforts to ensure students are proficient in the Common Core State Standards.
- Supports a district culture of college and career preparedness.
- Supports student success through formative and summative assessment practices and programs that are in alignment with the Common Core State Standards.
- Prepares for and present progress reports to the Board of Directors.
- Facilitates Task Force teams and report progress to the Board of Directors.
- Supports, through vision, resources, and professional development, enrichment programs, and intervention programs, including but not limited to Global Education, Mastery Learning, Reader's and Writer's Workshop, STEAM, Career Technical Education (CTE), Project-Based Learning, Way of Council, and Kagan Structures.
- Partners with universities and organizations that have been approved to collaborate with the District in support of learning initiatives.
- Visits school sites and classrooms, engaging with certificated and classified employees and students, on a regular basis.
- Supports the implementation of technology that improves student achievement.
- Develops and coordinates community partnerships that actively promote the District's vision, mission and values.
- Evaluates effectiveness of programs on a regular basis to ensure allocated resources and practices are resulting in student achievement.
- Oversees the development of Single Plans for Student Achievement (SPSA) and Local Control Accountability Plans (LCAP).
- Oversees charter school compliance in the District pursuant to state law and Board Policy.
- Oversees and supports secondary schools with accreditation (WASC).
- Collaborates with the Back Office to ensure budgetary resources and highly qualified staff appropriately support student achievement.
- Oversees all after-school programs, including AM/PM, ASES, intersession, and summer school.

- Supports Site Administrators with recruitment and enrollment strategies.
- Performs other related duties as assigned by the Superintendent.

Qualifications:

- **At least ten (10) years of increasing responsibility in teaching and administrative experiences in education**
- **Experience as a site principal and/or district-level leader experience preferred**
- **Knowledge of National, State, and local educational goals, initiatives, and objectives**
- **Experience supervising, evaluating, and supporting employees, certificated and classified**
- **Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter**
- **Knowledge and Experience using California Common Core State Standards and formative and summative assessment systems**
 - **Experience using data to inform curricular program decisions**
- **Ability to demonstrate knowledge and understanding of Federal, State, and County laws pertaining to LCAP and charter schools**
 - **Valid Clear Administrative Credential and Master's Degree required**
- **Recognized as a school administrator with high personal integrity and superior communication skills**

Director of Special Education and Pupil Services (Certificated)

To coordinate services provided to students district-wide for all school-aged children in grades kindergarten through 12. Programs include special education programs, health services, counseling services, school psychological services, school social work services, homeless and migrant student services, gifted education services.

Responsibilities:

- Plans for, directs, and supports professional and non- professional staff by developing, coordinating and ensuring implementation of effective system-wide special education programs, health services, counseling services, school psychological services, school social work services, homeless and migrant student services, gifted education services.
- In conjunction with building principals and department members, evaluates programs and supervises the revisions of pupil services programs and services to meet the ongoing needs of the District.
- Monitors and ensures the district's compliance with students' special education rights. Stays up-to-date with and ensures changes are communicated regarding federal and state special education laws, regulations, standards, guidance, forms and related matters.
- Directs and supervises the placement of students with identified exceptionalities upon request or referral; determines the appropriate organization of special education services throughout the District annually and makes recommendations for professional and nonprofessional special education staff assignments.
- Supervises the coordination with early intervention service providers, parents, and District personnel to ensure all students transitioning to school-age receive appropriate

supports and services as well as assists in providing transitional services for students completing special education programs.

- Determines staff needs; participates in the recruitment, screening, selection, assignments, and supervision of the special education staff; assists building principals in the evaluation of special education staff by providing, when appropriate, documentation of IEPs; and supervises pertinent in-service training.
- Monitors new or amended legislation, regulations, and guidelines related to pupil services.
- Participates in and contributes to District-level curricular and administrative meetings; provides periodic updates legal issues in pupil services to appropriate administrative and instructional staff; works with principals to conduct meetings designed to promote efficient functioning of special education services; and serves as a member of the administrative team.

Qualifications:

- Clear California Special Education teaching credential to teach children with moderate to severe and/or mild to moderate disabilities; or Related Service Provider License.
- 5+ years of successful special education experience;
- Leadership experience, including instructional coaching and leading team meetings, is preferred;
- Master's Degree with emphasis on specialized training in special education curriculum and instruction or related field is preferred
- Knowledge of special education laws and regulations; general education curriculum; alternative dispute methods and techniques; disabilities and appropriate curriculum; behavior management systems;
- Demonstrated success in teaching students from educationally underserved areas;
- Valid CA Administrative Credential or comparable out of state, transferable credential
- Bilingual, English/Spanish is highly desirable
- Experience with Kagan Cooperative Structures, Way of Council and Workshop Model a plus
- Excellent interpersonal, communication and writing skills

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 fosters 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 fosters 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 implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal provides teachers professional and instructional support. The Principal:

- Reviews instructional documents
- Observes and provide feedback for classroom observations
- Designs and review professional growth plan goals
- Facilitates weekly professional development/staff meetings.

Academic Rigor

The Principal:

- Develops and implements a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develops and implement a plan to address students who are struggling.
- Collaborates with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provides individual student support by designing and evaluating student intervention plans, attending IEPs, and designing a process for measuring and monitoring individual student growth.

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the VMGA school climate and culture.
- Develops a plan based on the vision of the desired culture of VMGA that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the VMGA culture.
- Plans, facilitates, and attends 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 helps 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 ensures student achievement, which is 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 fosters 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 MTSS 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:
 - o General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - o Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of youth 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.

College and Career Counselor

The College and Career Counselor oversees the college office for the Charter School and leads all work to foster a strong college-going culture across all grade levels and all facets of the Charter School.

Leadership of Program

Build and operate best-in-class systems and protocols for various facets of the School's college awareness/application/enrollment, dual enrollment and pathways programs:

- Leveraging research-proven best practices for college access work nationally, develop and implement a comprehensive college counseling and financial aid program for the school to ensure that 100% of VMGA's students match at selective or highly selective colleges and/or universities
- Develop and support partnerships with college and university partners including dual enrollment/pathways relationships and student support for success in enrolling in and completing college courses while still enrolled at VMGA
- Oversee ongoing tracking and communication with students and their parents/guardians of graduation requirements and progress towards completion, and credit recovery options;
- Support school-wide culture initiatives (lead assemblies, discipline meetings, academic intervention meetings, etc.)
- Monitor scholar achievement and culture data and develop and implement a data-driven process for setting grade level and whole-school culture and achievement goals
- Design, oversee, and implement the school's alumni support initiatives to track and support high levels of college persistence and graduation among all VGMA alumni

Qualifications

- At least 2 years of college/career counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to VMGA's mission and educational model
- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions

- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a “roll-up-my-sleeves attitude”
- Bachelor’s degree
- Strong written and oral Spanish language skills preferred

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 fosters 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 aides 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 an administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA 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

Parent and Community Coordinator

The Parent and Community Coordinator's primary responsibility is to support the School Community through community outreach, parent engagement and school culture development.

Responsibilities:

School Culture is the foundation of academic and social success. The Parent and Community Coordinator will support with the development and management of:

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practice: Way of Council and Restorative Conferences
- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

A School Community cannot be successful in isolation. The Parent and Community Coordinator will ensure community outreach:

- Sports program development and participation
- Collaboration with community partners
- Alumni engagement and outreach

Establish meaningful communication between the school and the community to ensure academic achievement of all students through:

- Parent workshops
- Parent engagement
- School-to-Parent Communication
- Family Councils
- Active Recruitment

Qualifications:

- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite, Electronic Communication

Office Manager

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 fosters 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 fosters 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 helps 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 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 fosters 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

Vehicle Driver (Classified)

The Vehicle Driver reports to the Site Administrator or his/her designee and is responsible for and is responsible for driving a school bus or van to safely transport students to and from school, as well as transport students on field trips.

Responsibilities:

- Drives a regular equipped school bus or van daily over designated and special routes in compliance with time schedules, picking up and discharging students, and, drives for special events
- Inspects bus or van prior to operation for safety purposes. Cleans windshields and headlights. Cleans the interior and exterior of buses as needed, including, but not limited to, picking up debris, sweeping and mopping floor, and wiping and cleaning upholstery
- Services us with fuel and oil. Performs routine checks of belts, braking, turning signals, and lighting. Inspects hydraulic lifts. Reports problems or equipment malfunctions
- Maintains appropriate behavior among students on buses or vans and while the bus is parked at bus stops. Follows school policies regarding the student control and contact with parents and the public
- Reports incidents affecting the safety of students. Maintains records of all trips. Files accident reports. Completes accurate records as required by State and federal laws and policies
- Performs first aid or emergency assistance
- Attends scheduled safety meetings and continuing education programs
- May transport students and chaperons on field trips to various locations making departure and arrival time as scheduled
- Performs other duties as assigned that support the overall objective of the position

Qualifications:

- The position requires a complete working knowledge and understanding of safe bus or van driving practices sufficient to recognize problems and take appropriate action
- Working knowledge of the operations of school buses or vans
- Working knowledge and understanding of State laws, rules and regulations; Education Code sections pertaining to school bus or van operations and pupil transportation
- Knowledge of routine equipment servicing; knowledge first aid practices

- Sufficient knowledge of English language to prepare travel and safety logs and prepare work orders
- Sufficient communication skills to exercise patience and maintain harmony within a work team and with students and parents.

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and 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 require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605.6(b)(5)(G).)

The health and safety of VMGA staff and students is the highest priority for the Charter School. As such, VMGA will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is secured.

VMGA will train all staff at least annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. VMGA will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will continue to address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will continue address, at a minimum, the following:

- Earthquake
- Fire
- Terror threats
- Hostage situations

- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

All policies and procedures shall be submitted to the authorizer upon approval of the charter petition.

The following is a summary of the Health and Safety Policies and Procedures of VMGA:

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, VMGA shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1, which includes those topics listed in Ed. Code section 32282(a)(2)(A)-(J). VMGA shall ensure that all charter school staff will be trained on this plan annually and that the plan will be updated annually per Ed. Code section 32282.

PROCEDURES FOR BACKGROUND CHECKS

All employees of VMGA, all volunteers who will be performing services that are not under the direct supervision of a credentialed VMGA employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Superintendent of VCPS shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Superintendent) and make quarterly reports to the Board. VMGA will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. VMGA shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all VMGA employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

VMGA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. VMGA will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

VMGA will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

VMGA will adhere to Education Code Section 49423 regarding administration of medication in school. VMGA will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

AUXILIARY SERVICES

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

VISION/HEARING/SCOLIOSIS SCREENINGS

VMGA shall adhere to Education Code §49450, *et seq.*, to provide screening of students’ vision, hearing, and scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by VMGA.

DIABETES

VMGA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 9th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

SUICIDE PREVENTION POLICY

Pursuant to the requirements of Ed. Code §215, VMGA's governing board shall ensure that its policy on pupil suicide prevention in grades 7 to 12, inclusive, was developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, including the needs of high-risk groups, including, but not limited to, all of the following, youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders, youth experiencing homelessness or in out-of-home settings, such as foster care, lesbian, gay, bisexual, transgender, or questioning youth. In addition, the policy shall address any training to be provided to teachers of pupils in grades 7 to 12, inclusive, on suicide awareness and prevention.

All materials approved by the charter school for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services, and these materials may also include programs that can be completed through self-review of suitable suicide prevention materials.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

EMERGENCY PREPAREDNESS

VMGA shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

VMGA shall function as a drug, alcohol and tobacco-free environment.

FEMININE HYGIENE PRODUCTS

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

FACILITY SAFETY

VMGA shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

VMGA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VMGA shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with VMGA's policies.

FERPA

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

STUDENT RECORDS

VMGA will establish and adhere to procedures related to confidentiality and privacy of student records. VMGA will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with VMGA policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same

limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent and Principal shall serve as VMGA's Custodians of Records.

IMMIGRATION POLICY

VMGA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

FEMININE HYGIENE PRODUCTS

Pursuant to the requirements of Ed. Code §35292.6, VMGA shall ensure at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code.

VMGA shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Ed. Code §35292.6(c).

CALIFORNIA HEALTHY YOUTH ACT

VMGA will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

HUMAN TRAFFICKING

VMGA shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VMGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

MENTAL HEALTH SERVICES

VMGA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

PREGNANT AND PARENTING STUDENTS

VMGA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

BULLYING

VMGA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

SEXUAL HEALTH AND HIV PREVENTION

VMGA shall provide “age appropriate” comprehensive sexual health and HIV prevention education in grades 7 to 12 (at least once in middle school and once in high school).

ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

VMGA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VMGA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with VMGA’s anti-discrimination and harassment policies.

VMGA will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

SAFE PLACE TO LEARN ACT

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

TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by VMGA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

HUMAN TRAFFICKING

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

The Child Hunger Prevention and Fair Treatment Act of 2017, among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

VMGA will ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

HOTLINES

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

Commencing October 1, 2020, if VMGA issues pupil identification cards VMGA will have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

MIGRATORY CHILDREN

VMGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VMGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

Pursuant to Assembly Bill 1595 [2019-2020], commencing July 1, 2019, if a charter school elects to offer any interscholastic athletic program, the charter school shall acquire at least one AED for each school that participates in the program within the jurisdiction of the charter school. The charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

CPR

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including, but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

ASSURANCES ON THE COMPLIANCE WITH ADA (AMERICANS WITH DISABILITIES ACT)

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 were established in order to provide a clear comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Section 504 is the section of the Rehabilitation Act of 1973 that specifically created civil rights to individuals with disabilities. Section 504 provides that no qualified individual with a disability should, only by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service or job. The ADA requires the provision of reasonable effective accommodations for eligible faculty, staff, students and visitors across the Charter School's programs, activities and services.

OBLIGATIONS UNDER ADA

Under the ADA/Rehabilitation Act, the Charter School has a responsibility to ensure program accessibility for all Charter School campus community and program members and participants. This includes removing existing physical barriers, providing ongoing education and training on disability-related matters, enforcing educational accommodations for students and ensuring compliance in employment practices. The Charter School follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and current case law.

ADA COORDINATOR

ADA services and guiding principles for ADA/Rehabilitation Act compliance are provided by the ADA Coordinator. The ADA Coordinator is available to help student, employees and visitors navigate accommodations and access at the Charter School. Compliance consultations with the ADA Coordinator on disability-related matters are available and encouraged.

ACCOMMODATIONS FOR VISITORS

Visitors to the Charter School will be provided information about campus accessibility and services.

ACCOMMODATIONS FOR EMPLOYEES

In general, an accommodation is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal opportunities.

If an employee has a disability and requires an accommodation, the employer must provide a reasonable accommodation, unless the accommodation poses an undue hardship or direct threat issue. An accommodation is not considered reasonable if it removes essential functions of the employee's job.

REASONABLE ACCOMMODATIONS

There are three categories of reasonable accommodations:

1. Modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires; or
2. Modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position; or
3. Modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

ELIGIBILITY

To be eligible for a reasonable accommodation under the ADA, an employee must have an impairment that substantially limits one or more major life activities, or a record of such an impairment.

Employees may be referred to the ADA Coordinator to engage in the interactive process of accommodations in various manners: by self-referral or from their supervisor, any of whom may contact the ADA Coordinator directly.

Except for Medical Management, medical information will not be shared without permission from the employee. Restrictions, limitations and accommodations may be discussed with the ADA Coordinator in order to implement accommodations and is only shared as a matter of business necessity. When necessary, for environmental, health and safety, and legal matters, employee accommodation information may be shared with persons who will treat such disclosed information confidentially.

INTERACTIVE PROCESS OF ACCOMMODATIONS

Once notification of an accommodation need and/or documentation of a disability has been received, the ADA Coordinator will:

- Receive and review the employee's documentation of a disability.
- Obtain a current job description the supervisor.
- Conduct discussions with the employee and the supervisor, to determine whether the employee satisfies the requisite skill, experience, education and other job-related requirements, and performs the essential functions of the position, with or without reasonable accommodation.
- Determine if the employee can or cannot meet a specific job-related duty due to the disability. The supervisor must be able to demonstrate that the specific duty is "job-related and consistent with business necessity."
- Engage in interactive communication with all parties to determine whether there are reasonable accommodations to enable the employee to perform the essential functions of the job, or to meet job-related requirements, unless the accommodation would impose an undue hardship.

If an accommodation is appropriate and agreed upon, all parties (employee, supervisor, etc.) will be advised, and accommodation will take effect. Email, memos and/or letters documenting accommodation will be completed and distributed.

If an accommodation is not available or reasonable, all parties (employee, supervisor, etc.) will be advised. Email, memos and/or letters documenting accommodation will be completed and distributed.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605.6(b)(5)(H).)

COURT-ORDERED INTEGRATION

VMGA 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 the county. 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. VMGA 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 youth, students in the foster-care system, and other students whose circumstances put them at risk for school failure. These organizations will be encouraged to refer families to VMGA via flyers and phone conversations with local community-based organizations. All community recruitment outreach is 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. VMGA will 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 VCPS. In addition, VMGA will conduct targeted outreach in the community with organizations such as the following:

Boys & Girls Club of America
Buena Clinton Youth & Family Center
Orange County on Track
Waymakers Promise
Neutral Ground
M & M Youth Mentor Program H. O. P. E.
KidWorks
Nicholas Academic Center II
El Salvador Center
Jerome Center
Centennial Regional Park

Albert D. Saldago Community Center at Rosita Park
 Thomas House Temporary Shelter
 Teen Challenge
 Episcopal Church - The Messiah
 Victory Outreach Santa Ana
 Our Lady of Pillar Church
 Johnson Chapel AME Church
 Our Lady of La Vang Church
 Community Temple Church
 Graceland Community Baptist Church
 Wintersburg Presbyterian Church

VMGA 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 VMGA 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 middle and high schools. The flyers will include enrollment period and lottery information (location, date, time).
4. VMGA’s web site contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

VMGA will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. VMGA 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	VMGA (or, if not yet available, VHGA)	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local middle and high schools	Local middle and high schools, foster and homeless youth organizations.	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 policies and procedures, consistent with [Ed. Code section 47605] subdivision (e).” (Ed. Code § 47605.6(b)(5)(M).)

“(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or guardian, within this state.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4) (A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school’s internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

(5) Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department.” (Ed. Code § 47605.6(e).)

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.

VMGA WILL NOT DISCOURAGE A PUPIL FROM ENROLLING OR SEEKING TO ENROLL IN THE CHARTER SCHOOL OR ENCOURAGE A PUPIL TO DISENROLL FROM THE CHARTER SCHOOL OR TO TRANSFER TO ANOTHER SCHOOL, FOR ANY REASON, INCLUDING, BUT NOT LIMITED TO, ACADEMIC PERFORMANCE OF THE PUPIL OR BECAUSE THE PUPIL EXHIBITS ANY OF THE CHARACTERISTICS DESCRIBED IN ED. CODE SECTION 47605(E)(2)(B)(III).

ADMISSION REQUIREMENTS

VMGA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. VMGA shall not charge tuition. There are no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter School will be 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 does 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, VMGA, 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 middle and high schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).
- Ensure potential students and families understand there are no qualifications required for admission to VMGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

VMGA 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. VMGA will admit all pupils who wish to attend VMGA 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. 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 will also be 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 a weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the VMGA 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 is not required in order to secure enrollment for a student. VMGA will include details on the Charter School website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the County except as provided for in Section 47614.5. A preference for siblings of already enrolled students shall also be extended.

The lottery preference order shall be as follows:

1. Students currently attending the charter school.
2. Students who reside in the County of Orange except as provided for in Ed. Code section 47614.5.
3. For the 2022-2023 school year only, students enrolled in Vista Heritage Global Academy who are entering the 9th grade at Vista Meridian Global Academy.
4. Siblings of enrolled students who reside in the County of Orange.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

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 are physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be 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 will be 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 will remain active until the end of the school year and will not "roll over"; applicants must reapply for the lottery annually if the Charter 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 VMGA 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 will have 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 is 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 VMGA administrative office and will be readily available for inspection by District representatives.

DISENROLLED STUDENTS

VMGA will notify the superintendent of the school district of a pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason. This notice shall be sent via certified mail.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.” (Ed. Code § 47605.6(b)(5)(I).)

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

ANNUAL AUDIT PROCEDURES

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

Procedures:

- The Board of Directors appoints 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 VMGA 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 is 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 is 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 reviews and approve the audit no later than December 15.
- The Superintendent is 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 the County 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 the County.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“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 the pupil’s 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder 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).” (Ed. Code § 47605.6(b)(5)(J).)

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

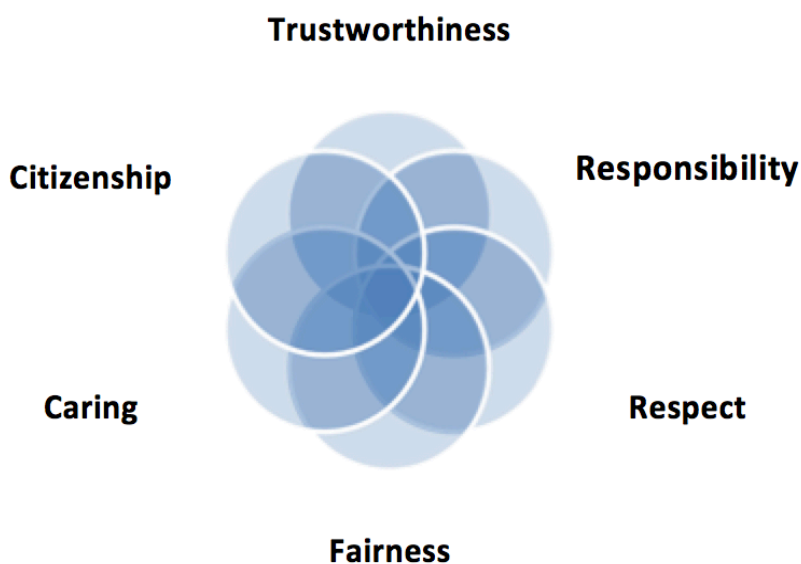
Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004).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

At VMGA we believe that high, clearly defined, and consistent expectations support students’ self-confidence and that their efforts 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). VMGA will take a proactive school-wide approach to behavior management. As a Character Counts school, VMGA will focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars will

apply to most behavioral situations and will be shared with students and families. The Six Pillars of Character will be proactively taught and consistently reinforced throughout the school.

VMGA's discipline policy combined with the Six Pillars of Character are practices aligned with the LAUSD and OCDE Discipline Foundation Policies, requiring every school within VCPS 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."

VMGA will be 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.

VMGA’s School-wide Restorative Behavior 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 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. VMGA is committed to a holistic approach to student discipline and development. First and foremost we will apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

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 will be distributed in the Charter School’s student handbook and describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family will receive a copy of these policies and be 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 will 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:

- a. Alternatives to Suspension:
 1. Warning
 2. Loss of Privileges
 3. Notices to parents by telephone or letter
 4. Referral to the administrator
 5. Request for parent conference
 6. Way of Council
 7. Harm Circle- restorative

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

- In-school suspension
- Suspension
- Expulsion

VMGA 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.

VMGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, VMGA 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.

No pupil shall be involuntarily removed by VMGA 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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)." (Ed. Code § 47605.6(b)(5)(J).)

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 will be attempted first.

IN-SCHOOL SUSPENSION

In-school suspensions will be given as an alternative to out of school suspensions and be 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 will provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers will provide support. During the day of the suspension, the student's teachers will address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student will be 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 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:

- a. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
- b. 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.
- c. 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.
- d. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- e. 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.
- f. 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.
- g. 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.
- h. Caused or attempted to cause damage to school property or private property.
- i. Stole or attempted to steal school property or private property.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Knowingly received stolen school property or private property.
- l. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- m. Aided or abetted the infliction or attempted infliction of physical injury to another person.
- n. Engaged in sexual harassment as defined in Education Code Section 48900.2.
- o. 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.
- p. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- q. 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.

VMGA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, VMGA shall not include the assignment in the calculation of the student's overall grade in the class.

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 also states 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 requests 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 is 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 student'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 student 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 student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- 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 are 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 student 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 student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- 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 are entitled to a hearing to determine whether or not the student should be expelled. The hearing is 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 is 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 is prepared by the Superintendent to summarize the evidence adduced at the hearing.

The Superintendent or Principal prepares a written notice of the hearing, which is emailed and mailed, within 48 hours of the request for the hearing, and it is forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice includes:

- 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 are 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 is 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 are considered final.

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

Criteria for the rehabilitation plan includes the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. VMGA shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification requests the parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. VMGA's Governing Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, VMGA 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 revisits at a later date not to exceed one (1) year.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

The school helps 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.

AUTHORIZER INVOLVEMENT IN DISCIPLINARY MATTERS

VMGA is solely responsible for affording students appropriate due process protections at all times in accordance with this petition and the requirements of law. The authorizer shall not be liable for any failure of VMGA to do so. The authorizer may request and review any student discipline records to ensure VMGA's compliance with this petition and relevant laws and regulations.

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 § 47605.6(b)(5)(K).)

VMGA will make participation in State Teachers’ Retirement System (STRS) available to teachers. VMGA will make a 403b available to classified persons working at the Charter School. VMGA 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 will be responsible for ensuring that appropriate arrangements for the aforementioned coverage is made with approval of the Board.

STRS REPORTING

VMGA will submit all retirement data through OCDE and 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 the county as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student shall be required to attend VMGA. Students who opt not to attend VMGA may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in VMGA shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in VMGA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – EMPLOYEE RETURN RIGHTS

“The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.” (Ed. Code § 47605.6(b)(5)(O).)

No public school district employee shall be required to work at VMGA. Employees of the District who choose to leave the employment of the District to work at VMGA will have no automatic rights of return to the District after employment by VMGA unless specifically granted by the District through a leave of absence or other agreement. VMGA employees shall have any right upon leaving the District to work in VMGA that the District may specify, any rights of return to employment in a school district after employment in VMGA that the District may specify, and any other rights upon leaving employment to work in VMGA that the District determines to be reasonable and not in conflict with any law.

All employees of VMGA will be considered the exclusive employees of VMGA and not of the County. Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to VMGA. VMGA does not provide tenure and does not have any collective bargaining agreements. Employment by VMGA provides no rights of employment at any other entity, including any rights in the case of closure of VMGA.

ELEMENT 14 –DISPUTE RESOLUTION PROCEDURES

“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605.6(b)(5)(L).)

DISPUTES BETWEEN THE CHARTER SCHOOL AND OCDE

VMGA recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. VMGA is willing to consider changes to the process outlined below as suggested by the County.

VMGA and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. The County is not obligated by the terms of the dispute resolution process as a precondition to revocation if any such dispute concerns facts or circumstances that may be cause for revocation of the charter.

In the event of a dispute between VMGA and the County, VMGA staff, employees and Board members of VMGA and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and VMGA Superintendent, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, VMGA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and VMGA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and VMGA.

INTERNAL DISPUTES

VMGA shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. VMGA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at VMGA shall be provided with a copy of VMGA's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to VMGA.

ELEMENT 15 –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 § 47605.6(b)(5)(P).)

The following procedures shall constitute the “Closure Protocol” and shall apply in the event VMGA ceases to be a charter school or otherwise closes for any reason.

Any decision to close VMGA as a charter school operating pursuant to this Charter shall be documented by official action of the VCPS Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and VMGA has exhausted all appeal procedures to County and State Boards of Education, the VCPS governing body votes to close VMGA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

VMGA governing body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

VMGA will provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

VMGA will promptly notify parents and students of VMGA, the District, the Orange County Office of Education, VMGA’s SELPA, the retirement systems in which VMGA’s employees will participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

VMGA will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close VMGA.

VMGA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, VMGA will provide parents, students and the County with copies of all appropriate student records, and will otherwise assist students in transferring to other schools.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 USC §1232g. VMGA will ask the County to store as necessary original records of Charter School students. All student records of VMGA shall be transferred to the County upon school closure. If the County will not or cannot store the records, VMGA shall work with the Orange County Office of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, VMGA will prepare final financial records. VMGA will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to VMGA, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by VMGA shall be the responsibility of VMGA and not the County. VMGA understands and acknowledges that VMGA will cover the outstanding debts or liabilities of VMGA. Any unused special education related funds will be returned to the County or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

On closure of VMGA, all assets of VMGA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending VMGA, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the VMGA nonprofit public benefit corporation and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, VMGA shall remain solely responsible for all liabilities arising from the operation of VMGA.

As VMGA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and

remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of VMGA and student transfers.

In addition to the final audit, VMGA shall also submit any required year-end financial reports to the California Department of Education, the Orange County Superintendent of Schools, and the County, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

VMGA shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ADDITIONAL PROVISIONS

FACILITIES

“The location of each charter school facility that the petitioner proposes to operate.” Ed. Code § 47605(b)(5)(D).

VMGA will locate its primary facility at 13411 S. Euclid Street, Garden Grove, CA 92843. Our team has extensive experience with facilities development in both Orange County and Los Angeles and we are confident we will secure an appropriate facility before school opens in August 2023.

Additional facilities will employ the concept of learning pods located at easily accessible locations throughout Orange County. Learning pods shall be leased classrooms and associated facilities at key partners that will maximize learning opportunities for high school students. Initial learning pods will be located at or near Santa Ana College, Coastline College, University of California Irvine and Costa-Mesa Orange Coast College. Learning pods will allow VMGA to offer site-based classrooms on college campuses that will also serve to provide college course opportunities for VMGA students. All facilities shall meet local health and safety requirements, ADA requirements and applicable building codes. VMGA shall not make a request for authorizer-owned facilities.

ADMINISTRATIVE SERVICES

“[T]he manner in which administrative services of the school are to be provided.” Ed. Code § 47605.6(h).

VMGA will procure its own administrative services through an appropriately qualified third-party contractor. VMGA plans to contract with qualified experienced charter schools back-office provider (currently ICON School Management). Vista will ensure that its “back office” organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

VMGA will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. VMGA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“[P]otential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education.” Ed. Code § 47605.6(h).

VMGA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. VMGA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of VMGA.

Further, VMGA will continue to have a memorandum of understanding with the County, wherein VMGA shall indemnify the County for the actions of VMGA under this charter.

The corporate bylaws of VMGA shall provide for indemnification of the VCPS Board, officers, agents, and employees, and VMGA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the OCDE and VMGA’s insurance company for schools of similar size, location, and student population. VMGA shall be named an additional insured on the general liability insurance of VMGA.

The VMGA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605.6(h).

Attached, as Appendix 3, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- VMGA’s Fiscal Policies & Procedures

These documents are based upon the best data available to VMGA at this time.

VMGA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the county:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the OCDE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

VMGA shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

VMGA agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, VMGA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

INSURANCE

VMGA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and VMGA's insurer. The County shall continue to be named as an additional insured on all policies of VMGA.

TRANSPORTATION

VMGA provides transportation options to and from school via a school bus and school vans and as otherwise required by law.