LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 11/17/2025
(BR: 145-25/26)
TERM: 2026 – 2031

VALOR ACADEMY HIGH SCHOOL

A BRIGHT STAR SCHOOL

PETITION FOR THE CHARTER RENEWAL OF VALOR ACADEMY HIGH SCHOOL

2026-2031

RESPECTFULLY SUBMITTED TO THE

LOS ANGELES UNIFIED SCHOOL DISTRICT

THURSDAY, AUGUST 21, 2025

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Assurances, Affirmations, and Declarations

Valor Academy High School (also referred to herein as "[VAHS]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- 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 Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore

students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

English Learners

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

1.1: General Information

GENERAL INFORMATION	
• *The contact person for the Charter School is:*	Jennifer Anaya-Sanchez, Principal
• *The contact address for the Charter School is:*	9356 Lemona Avenue, North Hills, CA 91343
• *The contact phone number for Charter School is:*	(818) 934-8910
• *The current address of the Charter School is:*	9356 Lemona Avenue, North Hills, CA 91343
• *This location is in the LAUSD Board District:*	Board District 6
• *This location is in the LAUSD Region:*	North
• *The grade configuration of the Charter School is:*	9th - 12th
• *The number of students in the first year will be:*	491
• *The grade level(s) are:*	9th - 12th
• *The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School).*	480
• *The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:*	Traditional
• *The regular bell schedule (e.g., daily hours) for the Charter School will be:*	8:30 a.m. - 3:45 p.m.
• *The term of this charter for Middle Performing schools shall be from:*	July 1, 2026-June 30, 2031

1.2: Self-Reflection for Charter School

Valor Academy High School (herein additionally referred to as "VAHS", "Valor Academy" or "Charter School") is a Bright Star Schools serving students from 9th -12th grade in North Hills East, just on the border of Panorama City. Bright Star Schools (also referred to as "Bright Star," "BSS," "network," "organization," or as implied when referred to as "org-wide") operates on the cluster model, with Valor Academy Elementary School ("VAES") serving transitional kindergarten (TK) through fourth grade, Valor Academy Middle School ("VAMS") serving 5th - 8th grade, and VAHS serving 9th - 12th grades. Thus, students will have the option of a full TK-12th grade experience of high-quality education in the North Hills & Panorama City neighborhoods. VAHS sits in LAUSD's Board District 6, Region North and is located in a vibrant neighborhood, filled with community, culture, and history.

The neighborhood carrying the zip code 91343, has a population just over 60,000 with 58.4% identified as Hispanic, 20.4% white, 13.6% Asian, and 3.9% African American. 26.4% have a bachelor's degree or higher, and the median household income is $81,719.[1] The demographic makeup of VAHS is similar to that of the community we serve: Per California School Dashboard data, VAHS's student population is 93.9% Hispanic which is 35.5% higher than the neighborhood. 1.4% of VAHS students are African American which is 2.5% lower than the census data for 91343. White students make up .4% of VAHS's student population, and .2% are Asian, both representing significantly lower representation than the 2023 Census shows for the surrounding neighborhood.[2]

Students and families seek rigorous instruction, targeted interventions, and supports. The Valor Academy community wants to ensure that their students have adequate opportunities to meaningfully engage the rigorous California Common Core State Standards ("CCSS") and to complete the A-G college entrance requirements for the University of California ("UC") and California State University ("CSU") systems. Our students enroll in this challenging educational program because of Valor Academy High's commitment that all students will learn and, should they so choose, have the option to not only be accepted to, but successful in college and career.

In addition to educational aspirations, Valor Academy High School offers enrichment opportunities to further meet the interests of our student population. Valor Academy High School offers athletics and field teams governed by the California Interscholastic Federation ("CIF"). In the most recent school year, Valor Academy High School offered Men's & Women's Basketball, Men's & Women's Volleyball, Men's & Women's Soccer, Cross Country, Baseball, Softball, and Cheer. For most sports teams as well as for casual enthusiasts, Valor Academy High School's campus offers facilities suitable for practice. Valor Academy has basketball courts, both indoor and outdoor. The VAHS campus also has a soccer field, a running track, volleyball facilities, and a weight room known as "The Lion's Den". Outside of CIF governance, Valor Academy High School has also participated in Students Run LA ("SRLA") training our high school students to run long distances over the course of six months, culminating with students and participating staff running the Los Angeles Marathon.

Enrichment activities extend beyond athletics, with opportunities for students to participate in student government, yearbook, and a variety of school sanctioned clubs, as well as the opportunity to participate in a 100% free after school program.

[1] "ZCTA5 91343 - Census Bureau Profile." United States Census Bureau, 2023.
[2] "Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2024.

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line[3]. Middle and high school are the critical foundational bridges in skill acquisition, content knowledge, and character development necessary to prepare capable and confident students relentlessly pursuing higher education.

VAHS's student population is also wonderfully diverse. 12% of VAHS's population are identified as English Learners ("EL"), whom we also refer to as Multilingual Learners ("MLL"), with an additional 61.8% that has been previously reclassified[4], many through English Language Development ("ELD") programs at other Bright Star Elementary or Middle Schools. Per census data, Valor Academy's multilingual learners accurately mirror the population and needs of the surrounding neighborhood[5]. Additionally, around 15.9% of VAHS students qualify for special education services[6]. Bright Star Schools' educational program was built to serve all students, including students who require special education services, English learners, and students who are socio-economically disadvantaged ("SED").

To support our predominantly socioeconomically disadvantaged student population, VAHS offers all students free breakfast and lunch daily. As will be discussed in more detail in the sections to follow, Valor Academy High School (VAHS) has committed to a community schools model that prioritizes holistic student support and access to resources. From 2023 to 2025, VAHS received $200,000 in California Community Schools Partnership Program ("CCSPP") funding to begin building out this model. Looking ahead, VAHS has been awarded CCSPP funding for the 2025-2030 cycle to develop further and expand community school efforts. These funds will enhance access to physical and mental health services, deepen family engagement, support integrated student supports, ensuring every student has what they need to thrive in and out of the classroom. In becoming a community school, VAHS has offered students free eye screenings, eye exams, and eyeglasses, removing a common barrier to learning and ensuring students can fully engage in the classroom. VAHS community schools model establishes strong partnerships with local health clinics to offer free health screenings and services to students and their families. To reduce time away from instruction, student athletes can receive their required physicals and other routine care through the clinics, often without leaving the VAHS campus. This ensures students are cleared for sports without the need to miss valuable class time. Beyond healthcare, VAHS works to connect students and families with critical resources and learning opportunities. The school regularly offers free educational classes and mental health wellness workshops in collaboration

[3] "Education and Socioeconomic Status." American Psychological Association, American Psychological Association, 2017.
[4] "2024-25 Enrollment by English Language Acquisition Status (ELAS) and Grade." Dataquest (CA Dept. of Education), 2024.
[5] "ZCTA5 91343 - Census Bureau Profile." United States Census Bureau, 2023.
[6] "Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept. of Education), 2024.

with community-based organizations, providing families with tools to support both academic success and well-being at home.

Aside from meeting the educational and physical health needs of our students and community, Valor Academy High School is committed to meeting the mental wellness needs of our students. Valor Academy's staffing includes a full time dedicated school psychologist who is qualified to work with students both in assessing special needs, but also in moments of highest need when students need a qualified mental health professional. VAHS also trains our counseling team to be able to work with students during moments of socioemotional need, up to and including threat assessments. In a similar commitment to socioemotional wellness and in response to and reflection of the needs of the community we serve, every staff member on campus is trained in restorative practices to ensure that student/adult relationships are rooted in equity and socioemotional learning.

This section will address:

- *The needs of the community served*.

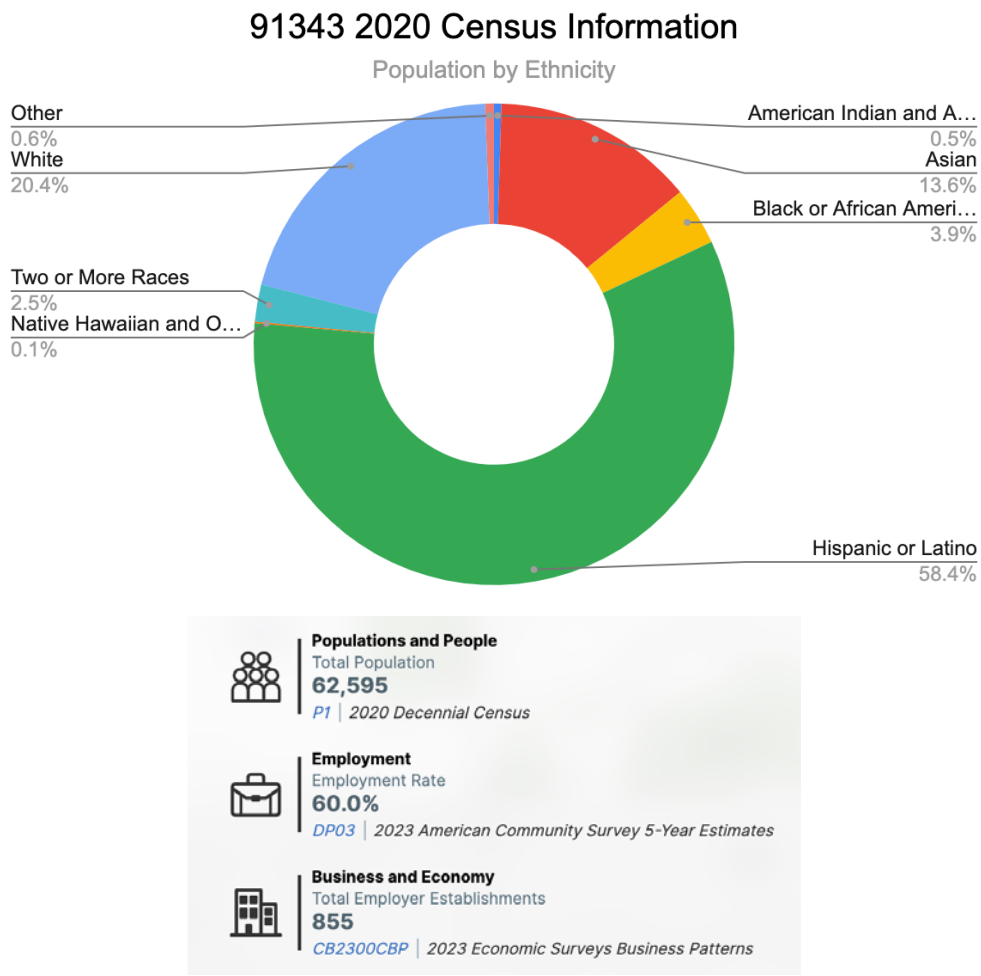
Valor Academy High School is a Bright Star school serving high school students in the North Hills and Panorama City neighborhoods of the San Fernando Valley. Our immediate neighborhood, identified by zip code 91343, has a population just over 60,000 with 58.4% identified as Hispanic, 20.4% white, 13.6% Asian, and 3.9% African American. 26.4% have a bachelor's degree or higher, and the median household income is $81,719.[7] Valor Academy had a student population of 491 during the 2024-2025 school year and will remain close to the Charter Capacity of 480 in the following school years. 93.9% of students identify as Hispanic, 1.4% African American, .4% White, 2.9% Filipino, and .8% 2 or more races. 95.3% are considered economically disadvantaged, 15.9% of students have an Individualized Education Program ("IEP"), and 15.3% of students are classified as MLLs[8].

Bright Star Schools' mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life. To further support students and families, Bright Star Schools and Valor Academy High School have embraced the Community Schools Model, transforming VAHS into a hub for academics, health & wellness, and social services. As a community school, VAHS partners with local organizations to offer wraparound services that address barriers to learning.

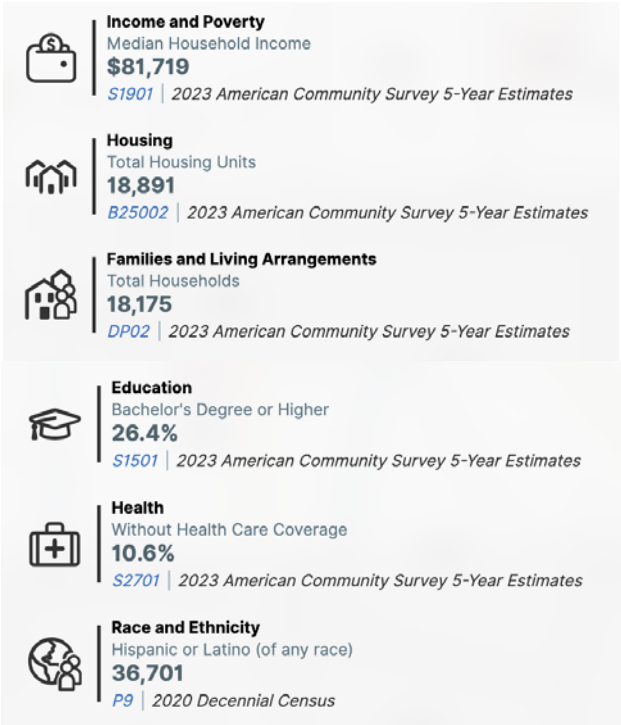
[7] "ZCTA5 91343 - Census Bureau Profile." United States Census Bureau, 2023.
[8] "Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2024.

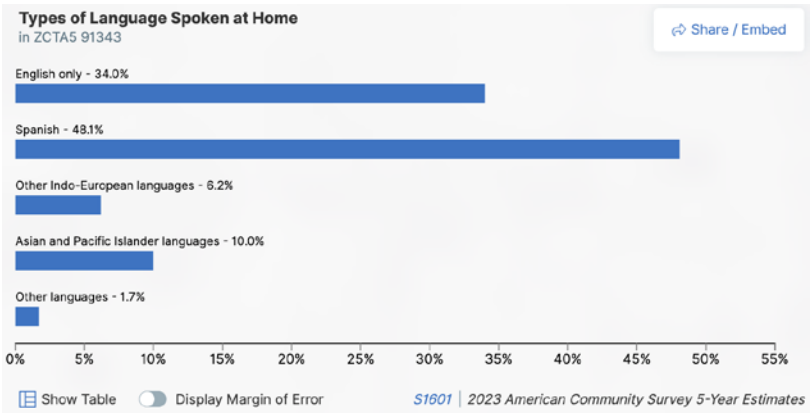
In order for BSS to provide a program where students can grow their unique talents, Bright Star is structured in a cluster model with three Valor Academy schools blocks away from each other in each cluster. This cluster model allows for continuity between schools, offering families a streamlined holistic mission, centered around high quality instruction amongst all three schools in the North Hills neighborhood.

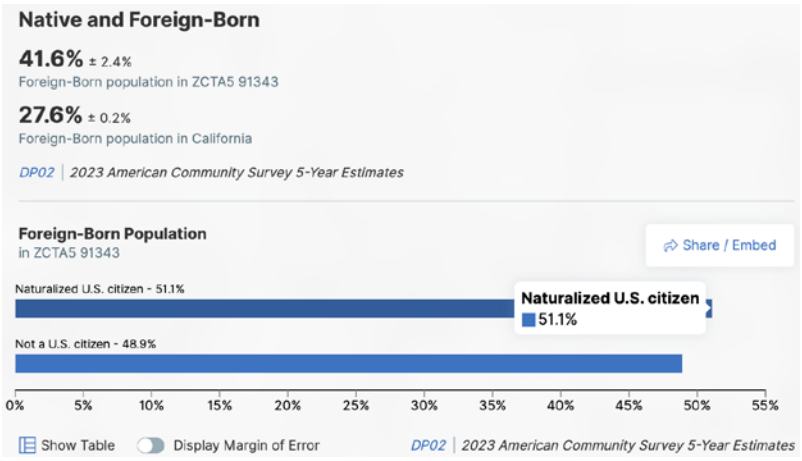
91343 Census Data - 2023[9]

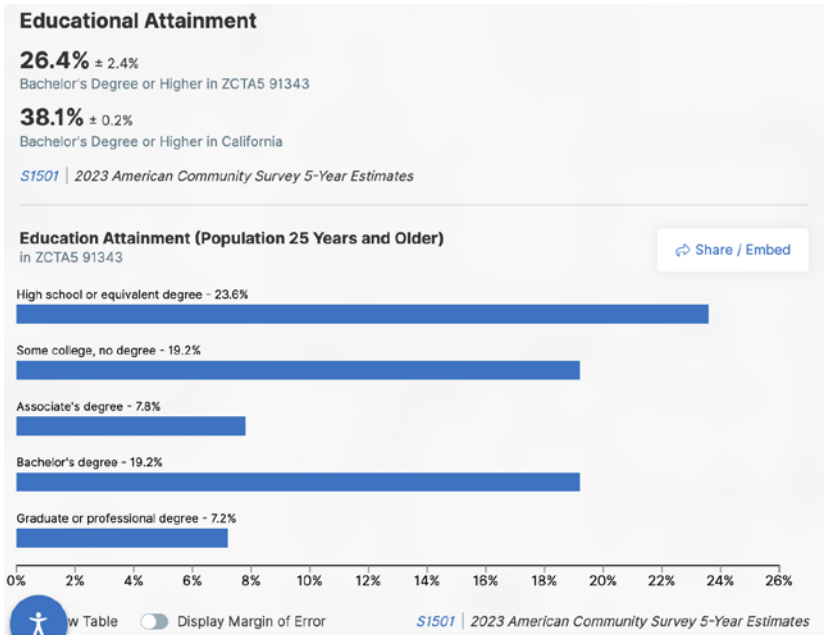


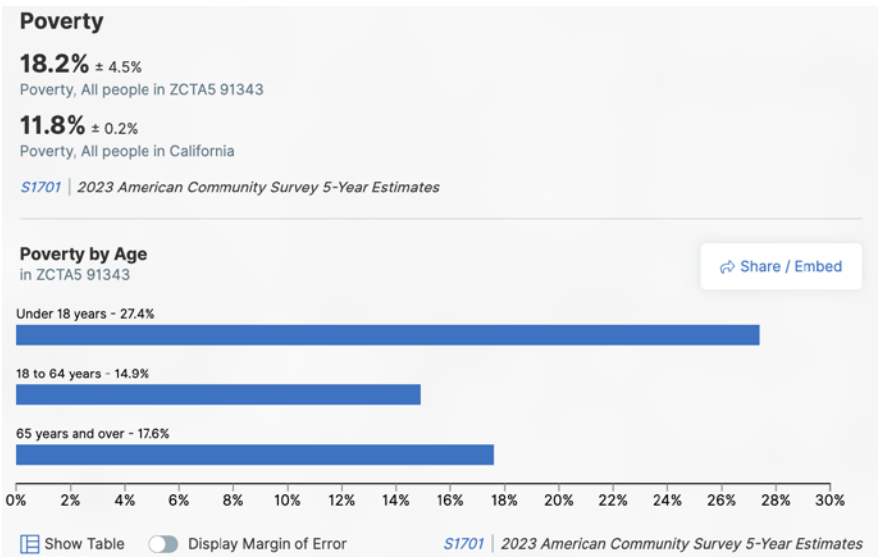
[9] "ZCTA5 91343 - Census Bureau Profile." United States Census Bureau, 2023.

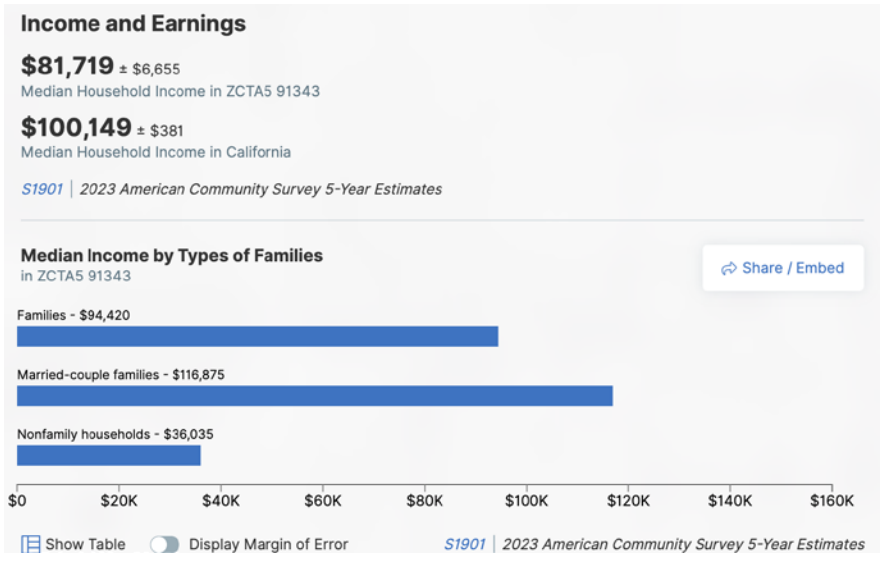

Income and Poverty
Median Household Income
$81,719
S1901 | 2023 American Community Survey 5-Year Estimates
Housing
Total Housing Units
18,891
B25002 | 2023 American Community Survey 5-Year Estimates
Families and Living Arrangements
Total Households
18,175
DP02 | 2023 American Community Survey 5-Year Estimates
Education
Bachelor's Degree or Higher
26.4%
S1501 | 2023 American Community Survey 5-Year Estimates
Health
Without Health Care Coverage
10.6%
S2701 | 2023 American Community Survey 5-Year Estimates
Race and Ethnicity
Hispanic or Latino (of any race)
36,701
P9 | 2020 Decennial Census


Types of Language Spoken at Home
in ZCTA5 91343
Share / Embed
English only - 34.0%
Spanish - 48.1%
Other Indo-European languages - 6.2%
Asian and Pacific Islander languages - 10.0%
Other languages - 1.7%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%
50%
55%
Show Table
Display Margin of Error
S1601 | 2023 American Community Survey 5-Year Estimates


Native and Foreign-Born
41.6% ± 2.4%
Foreign-Born population in ZCTA5 91343
27.6% ± 0.2%
Foreign-Born population in California
DP02 | 2023 American Community Survey 5-Year Estimates
Foreign-Born Population
in ZCTA5 91343
Share / Embed
Naturalized U.S. citizen - 51.1%
Naturalized U.S. citizen
51.1%
Not a U.S. citizen - 48.9%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%
50%
55%
Show Table
Display Margin of Error
DP02 | 2023 American Community Survey 5-Year Estimates


Educational Attainment
26.4% ± 2.4%
Bachelor's Degree or Higher in ZCTA5 91343
38.1% ± 0.2%
Bachelor's Degree or Higher in California
S1501 | 2023 American Community Survey 5-Year Estimates
Education Attainment (Population 25 Years and Older)
in ZCTA5 91343
Share / Embed
High school or equivalent degree - 23.6%
Some college, no degree - 19.2%
Associate's degree - 7.8%
Bachelor's degree - 19.2%
Graduate or professional degree - 7.2%
0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% 26%
w Table
Display Margin of Error
S1501 | 2023 American Community Survey 5-Year Estimates


Poverty
18.2% ± 4.5%
Poverty, All people in ZCTA5 91343
11.8% ± 0.2%
Poverty, All people in California
S1701 | 2023 American Community Survey 5-Year Estimates
Poverty by Age
in ZCTA5 91343
Share / Embed
Under 18 years - 27.4%
18 to 64 years - 14.9%
65 years and over - 17.6%
0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% 26% 28% 30%
Show Table
Display Margin of Error
S1701 | 2023 American Community Survey 5-Year Estimates



Valor Academy High School serves a community of high need. As displayed in the California Department of Education's ("CDE") Dataquest 2024-25 Enrollment by Subgroup report, 94.9% of our students qualify as socio-economically disadvantaged. 19.3% of our students have individualized education plans[10]. Both figures are higher than the State (14.9%)[11] as well as LAUSD (15.6%)[12]. Valor Academy High ensures our students the highest standard of education. As sections 1.2a and 1.2b below will demonstrate, VAHS produces outcomes that are frequently higher than either LAUSD or the State. VAHS strives for these results to ensure that our mission to "provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life" is met. Among our community, there is great need to ensure that all children have the opportunity to graduate and attend college should they choose.

[10] "2024-25 Enrollment by Subgroup: Valor Academy High School." Dataquest (CA Dept of Education), 2024.
[11] "2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools: State Report." Enrollment by Subgroup for Charter and Non-Charter Schools - State (CA Dept of Education), 2024.
[12] "2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools: Los Angeles Unified." Dataquest (CA Dept. of Education), 2024.

Valor Academy High School Student Demographics[13]

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Valor Academy High	492	0.8%	0.2%	0.2%	3.3%	94.3%	0.0%	0.4%	0.6%	0.2%
Los Angeles Unified	516,685	7.1%	0.1%	3.3%	1.6%	73.6%	0.2%	9.7%	2.1%	2.2%
Los Angeles County	1,275,769	6.7%	0.2%	8.2%	2.1%	65.2%	0.2%	12.7%	3.3%	1.4%
Statewide	5,806,221	4.9%	0.4%	10.1%	2.2%	56.1%	0.4%	20.0%	4.8%	1.2%

Valor Academy High School [14]

Subgroup	Enrollment
English Learners	12.0%
Foster Youth	0.6%
Homeless Youth	1.6%
Migrant Education	0.0%
Students with Disabilities	19.3%
Socioeconomically Disadvantaged	94.9%
All Students	**492**

[13]"2024-25 Enrollment by Ethnicity: Valor Academy High Report." Dataquest (CA Dept of Education), 2024.
[14] "2024-25 Enrollment by Subgroup: Valor Academy High." Dataquest (CA Dept of Education), 2024.

LAUSD[15]

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	16.3%	19.5%	18.6%
Foster Youth	0.4%	0.6%	0.5%
Homeless Youth	2.3%	2.9%	2.7%
Migrant Education	0.0%	0.3%	0.2%
Students with Disabilities	13.9%	16.3%	15.6%
Socioeconomically Disadvantaged	72.9%	86.1%	82.4%
All Students	**146,855**	**369,830**	**516,685**

California[16]

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	99,539	909,527	**1,009,066**
Foster Youth	2,581	24,885	**27,466**
Homeless Youth	20,416	210,027	**230,443**
Migrant Education	1,074	46,151	**47,225**
Students with Disabilities	92,651	734,454	**827,105**
Socioeconomically Disadvantaged	449,495	3,242,066	**3,691,561**
All Students	**727,723**	**5,078,498**	**5,806,221**

1.2a: Academic Performance and Other Performance Indicators

This section will address:

- *Academic performance data and other absolute and comparative performance indicators, including both schoolwide and student group academic achievement and growth data and other performance indicators*

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California Schools Dashboard ("Dashboard"), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift assessing Dashboard data, the Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status. Each of the three tiers has unique qualifying criteria. In accordance with law and the CDE's performance

[15] "2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools: Los Angeles Unified." Dataquest (CA Dept of Education), 2024.
[16] "2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools: State Report." Enrollment by Subgroup for Charter and Non-Charter Schools - State (CA Dept of Education), 2024.

category designations, VAHS merited the middle-performing category. We present evidence and data below to demonstrate that VAHS has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
>
> (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
>
> A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
> B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
>
> (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data.

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. VAHS utilizes i-Ready as verified data, which will be discussed in more detail below.

Bright Star Schools Summary of Ratings[17] *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*				
Year	**Governance**	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
2024-25	4: Accomplished	3: Proficient	4: Accomplished	3: Proficient
2023-24	3: Proficient	3: Proficient	3: Proficient	2: Developing
2022-23	4: Accomplished	2: Developing	4: Accomplished	2: Developing

Valor Academy has consistently met the metrics set out by the evaluation rubric and continues to improve performance in each domain. Further, pursuant to Education Code Section 47607.2, Valor Academy High School has demonstrably achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school and has strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Valor Academy High School, as demonstrated in the following pages, has successfully served our community throughout the seven years of our current charter term. As a Community School, we look forward to continuing to serve our students, families, and neighborhood for the coming five years.

Valor Academy High School Highlights and Areas for Continued Growth Overview

Highlights

The data in the following pages will highlight the value that Valor Academy has brought to our community. The evidence that we remain true to, and are successfully meeting our mission statement can be categorized by our achievements in graduation and post-secondary outcomes, academic results, community engagement, and general recognition VAHS has received.

Graduation and College Acceptance

The true measure of success a high school can aspire to is the opportunity it provides its graduates. Below are some key highlights of the opportunities that VAHS's data analysis reveals in the pages ahead:

[17] Los Angeles Unified School District Annual Performance-Based Oversight Visit Reports: 2023 - 2025

- 95.1% Graduation rate ranks in the "Blue" performance band of the California School Dashboard, 2 performance bands above the State in 2024.
- Graduation rate for Socioeconomically Disadvantaged exceeds that of the State by 10.5% in 2024
- Hispanic graduation rates exceed the State average for the same subgroups by 10.4% in 2024[18].
- 99.1% of Valor Academy's high school graduates met UC/CSU requirements, exceeding the State average by 47.2% in the 2023-24 school year[19].
- Post-secondary education enrollment has averaged at 76% since 2019, with 2024 enrollment being the highest on record at 89%.
- 2024 saw 56% of students enrolled in 4 year colleges, exceeding the State Average for students meeting UC/CSU requirements[20].
- Valor Academy's graduates are identified as Career and College ready at a rate 7.2% higher than the State of California, earning a green performance band designation on the California Schools Dashboard, as compared against The State's designation of yellow.
- Hispanic and Socioeconomically disadvantaged students deemed "Career and College Ready" nearly 16% higher than for the same subgroups within the State.[21]
- Valor Academy High's dropout rate is about ¼ that of the average dropout rate for the State of California[22].

Academic Results

Valor Academy High has worked hard to deliver the highest quality academic instruction, resulting in ever-improving academic performance results. In many areas, we have outperformed the State, and in all areas we have shown year over year growth and are closing the gaps that remain as seen in the data presented in the sections below.

- Median ELA scores for CAASPP are above proficiency.
- Mean scale score for ELA was 62 points higher than the State's for Hispanic students as well as for Socioeconomically Disadvantaged students in the 2023-24 school year.
- In Mathematics, Valor Academy High School has outperformed the State of California's Mean Scale

[18] "Graduation Rate." California School Dashboard (CA Dept. of Education), 2024.
[19] "2023-24 Four-Year Adjusted Cohort Graduation Rate: Valor Academy High Report." Dataquest (CA Dept. of Education), 2024.
[20] "Valor Academy HS Freshman Matriculation Data 2017 - 2025.", 2025.
[21] "College/Career." California School Dashboard (CA Dept. of Education), 2024.
[22] "2023-24 Four-Year Adjusted Cohort Graduation Rate: Valor Academy High Report." Dataquest (CA Dept. of Education), 2024.

Score for High School Hispanic/Socioeconomically disadvantaged students every year since 2019.

- VAHS has closed the gap for overall math performance to within 6 points against the statewide mean scale score for high schools.
- CAASPP scores have shown year over year growth every year since 2021 in both Math and ELA.[23]
- CAASPP English Language Arts ("ELA") score has been 35 points higher than the State average for the past two years.
- VAHS overall Math performance was higher than all comparative neighborhood non-charter high schools for all years of data tracking.
- Verified i-Ready data shows annual growth being met for the school as well as for all significant subgroups for each year tracked in both ELA and Math.[24]

Community Engagement

As a community school, Valor Academy goes beyond academics to positively impact our families and students' lives and well-being. We serve our community holistically and beyond the traditional role of an academic institution.

- Partnerships established include, but are not limited to:
    - Los Angeles Mission College
    - Camp Eaton
    - Parent Education Teachers Students in Action
    - Community Comprehensive Health Center
    - Vision to Learn
    - Youth Business Alliance
    - San Fernando Valley Community Mental Health Center
    - Dignity Health
    - Phoenix House
    - Project Thrive
- 93% of Valor Academy High School Parents reported being satisfied with their child's education.[25]
- Suspension Rates have remained below 2.5% for 3 of 4 years recorded in the California School Dashboard. 2024-25 Suspension numbers are lower than any of the previously reported years.[26]

Recognition

[23] Bullet points 1-5: "2023–24 Search and Compare Smarter Balanced ELA and Mathematics Test Results" - CAASPP Reporting (CA Dept of Education), 2024.
[24] Bullet points 6-8: "2023–24 Search and Compare Smarter Balanced ELA and Mathematics Test Results" - CAASPP Reporting (CA Dept of Education), 2024.
[25] "Winter 2024-2025 Family Survey: Bright Star Schools Family Survey." *Panorama Education*, 2025.
[26] "Suspension Rates." *California School Dashboard (CA Dept of Education)*, 2024

Valor Academy High School has been recognized for our achievements in serving our students and our community.

- In 2024, US News & World Report awarded Valor Academy High School the right to display the "Best High Schools" distinction and has continued to award this distinction through the present school year
    - VAHS ranked 2,667 out of 17,660 schools in the nation (85th percentile)
    - VAHS ranked 367 out of 2,616 schools in California (85th percentile)
    - VAHS ranked out of 376 out of 3,022 charter high schools in the nation (88th percentile)
    - For the ranking factor "College Readiness Index" VAHS was tied for 1,431 in the nation (92nd percentile) and 202nd in the State (88th percentile)[27].
- Niche.com honored Valor Academy High School with the "Best Schools" distinction in 2024 and 2025.
    - VAHS ranked 165th out of 1721 (90th percentile) for Best Public High School Teachers in California[28]
- College Board distinguished Valor Academy High School as an "AP Honor Roll" school in 2024.
- College Board distinguished Valor Academy High School, awarding gold recognition for college culture for the first time in 2024
- College Board distinguished Valor Academy High School for the first time, awarding gold recognition for college credit for the first time in 2024.
- College Board distinguished Valor Academy High School, awarding platinum recognition for college optimization for the first time in 2024.
- Following the 2024 Self Study Report and campus visit, the Western Association of Schools and Colleges ("WASC") awarded Valor Academy a Six Year accreditation status.

Areas for Continued Growth

Analysis of the data presented below reveals key areas to continue striving for improved results. Valor Academy is committed to a constant cycle of performing, assessing, reviewing, and adjusting to ensure that we are constantly growing and improving in serving our community.

Graduation and Post-Secondary Outcomes

- Between the years 2019 - 2023, an average of 23.8% of students did not enroll in any post-secondary

[27] "How Does Valor Academy High School Rank among America's Best High Schools?" U.S. News & World Report, 2024.
[28]"Valor Academy High School in Los Angeles, CA." Niche - Best Charter High Schools in America, 2024.

school. There remains work to be done to ensure that all Valor Academy students maximize their potential in whatever path they choose following high school graduation.

- In the 2023-24 school year, this number reduced to 11%[29]

Academic Results

- Despite scoring significantly higher than neighboring schools (as seen below in the table entitled, "Math CAASPP Performance vs. Neighborhood School Median Scores" and consistently outperforming the 11th grade statewide average for socioeconomically disadvantaged and Hispanic students, Valor Academy High School's CAASPP performance for math has remained below the state average for the overall population as well as the California School Dashboard, which accounts for grades 3-8 as well as grade 11.

- While 2023-24 was the second highest performing year for ELPI data, it represented a significant drop from the prior year and also underperformed the state average, resulting in an overall ranking within the red performance band on California School Dashboard.

Consideration for renewal asks the following questions as a guideline for approving charter renewal: "has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school and does the charter school have strong postsecondary outcomes?" Finally, is the charter school's continued operation is "in the best interest of pupils"[30]. To answer these questions directly and thoroughly, the following pages will present Valor Academy High School's data and analysis through 4 lenses:

1. Are Valor Academy High School students performing better than they would if VAHS were not an option?
2. Does Valor Academy provide better educational outcomes and experiences for ALL learners?
3. Are Valor Academy High School's outcomes improving over time?
4. Do Valor Academy students demonstrate strong postsecondary outcomes?

1. Valor Academy High School Students are performing better than they would if VAHS were not an option

The California Schools Dashboard provides a positive assessment of Valor Academy High School's overall performance in key areas over the past 5 years as compared against Statewide averages. These findings are

[29] "Valor Academy HS Freshman Matriculation Data 2017 - 2025." 18 July 2025.
[30] California EdCode § 47607

especially positive in ELA, Science, College & Career Readiness, Graduation, and Suspension Rates. The data paints a clear picture that VAHS students perform significantly better at VAHS than they would were Valor Academy not an option available to them and that the continued operation of Valor Academy High School is in the best interest of our pupils.

Positive Findings of Comparative Data:

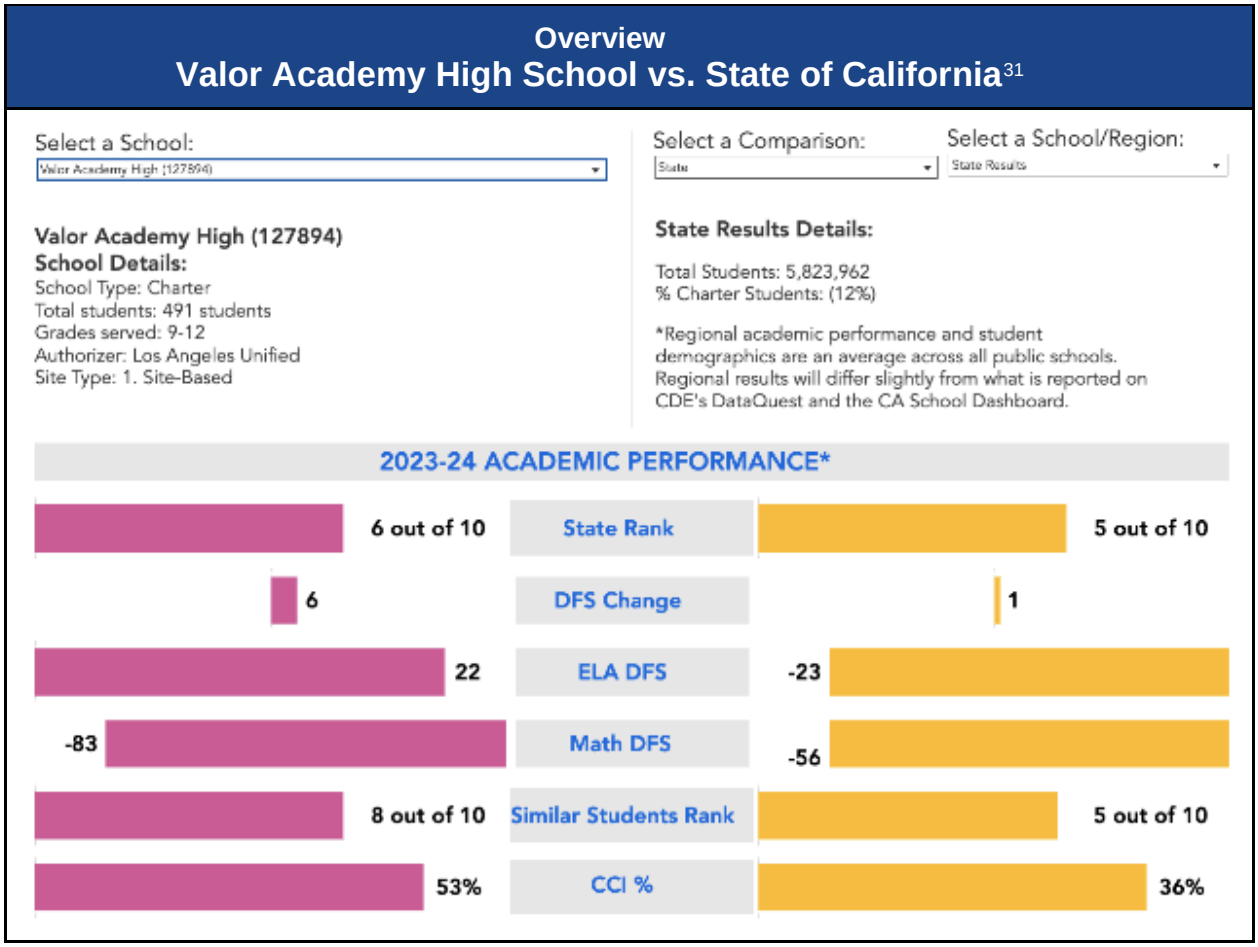
- Overall population outperformed the state for ELA in 2023 and 2024.
- In Mathematics, Valor Academy High School has outperformed the State's Mean Scale Score for High School Hispanic/Socioeconomically disadvantaged students every year since 2019.
- VAHS has closed the gap to within 6 points against the statewide mean scale score for high school in mathematics.
- VAHS overall Math performance was higher than all comparative neighborhood non-charter high schools for all years of data tracking.
- VAHS overall Math performance was the second highest of all neighborhood schools closest to us for two out of three years of data.
- Overall population outperformed the State for Science in 2024 (the first, and thus far, only year state-wide data was made available).
- Overall population outperformed the state for graduation rates in every year measured.
    - Many by more than 10%, particularly Hispanic and Socioeconomically Disadvantaged students.
- Overall population had lower suspension rates than The State in every year except 2023.
- Verified data from i-Ready assessments shows that the overall student body achieved measurable increases in academic achievement (at least one year's progress) for each year measured.
- In Mathematics, Valor Academy's overall population outperformed all 5 LAUSD neighborhood schools that students would otherwise attend were they not attending VAHS for all years tracked.

Areas for Growth Revealed by Comparative Data:

- Math scores for the overall population and all subgroups were below Statewide average performance for all four years tracked with Multilingual Learners and Students with Disabilities experiencing the greatest deficits from their counterparts across the State of California for each year.

- In 2023-24, VAHS's Multilingual Learners underperformed the Statewide averages for Math, Career/College Readiness, and the English Learner Progress Indicator, despite other subgroups outperforming their counterparts in all areas except math.

- Multilingual Learners underperformed their counterparts in the statewide average for both Math and ELA in school years ("SY") 2019, 2022, and 2023. It is notable, however, that the gap reduced each year until finally erasing for ELA in 2024.



[31] "School Comparison Snapshot 2023-24: Valor Academy High & California." California Charter School Association, 2024.

California School Dashboard
ELA Overall Performance 2023 & 2024[32] [33]

The tables below represent the "distance from standard" ("DFS") scores of the overall student population as provided by the California School Dashboard.

Year	Area	Group	VAHS	State	LAUSD
2023	ELA	Overall	21.5	-13.6	-32.4
2024	ELA	Overall	22.3	-13.2	-28.2

California Assessment of Student Performance and Progress (CAASPP)
Math Overall Performance 2023 & 2024[34] [35]

The tables below represent the mean scale score for High School (11th Grade) performance as listed on the CAASPP results website.

Year	Subject	Grouping	VAHS 11th	State 11th
2024	Math	Overall	2541.4	2547.8
2023	Math	Overall	2534.2	2545.4

i-Ready
Math Verified Data - Overall Population[36] [37] [38] [39]

The table below represents the rating given by Curriculum Associates on their annual "California Charter Schools Academic Progress Indicator for Grades 9-12" verifiable report. This report has been listed as acceptable verified data by the State Board of Education.

[32] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

[33] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023

[34] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2023–24 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2024.

[35] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2022–23 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2023.

[36] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2021-2022

[37] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2022-2023

[38] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2023-2024

[39] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2024-2025

Math

Group	SY 2022	SY 2023	SY 2024	SY 2025
Overall	Average	Average	Average	Average

California School Dashboard Math Overall Performance
The tables below represent the DFS scores of the overall student population as provided by the California School Dashboard. The 5 schools presented represent the five non-charter public schools that are geographically closest to Valor Academy High School.

Neighborhood School Comparison [40] 2024 Distance From Standard: Math				
Year	**Subject**	**School**	**Group**	**DFS**
2024	Math	Valor Academy High	All Students	-83
2024	Math	Panorama High	All Students	-129
2024	Math	Robert Fulton College Preparatory	All Students	-130.7
2024	Math	James Monroe High	All Students	-132.9
2024	Math	Arleta High	All Students	-142.6
2024	Math	Cesar E. Chavez Learning Academies-Technology Preparatory Academy	All Students	-159.9

Neighborhood School Comparison[41] 2023 Distance From Standard: Math				
Year	**Subject**	**School**	**Group**	**DFS**
2023	Math	Valor Academy High	All Students	-93.7
2023	Math	Arleta High	All Students	-136.8

[40]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024
[41]"Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023

2023	Math	Robert Fulton College Preparatory	All Students	-138.7
2023	Math	James Monroe High	All Students	-147.8
2023	Math	Panorama High	All Students	-161.9
2023	Math	Cesar E. Chavez Learning Academies-Technology Preparatory Academy	All Students	-179.9

Neighborhood School Comparison[42] 2022 Distance From Standard: Math				
Year	**Subject**	**School**	**Group**	**DFS**
2022	Math	Valor Academy High	All Students	-117.8
2022	Math	Robert Fulton College Preparatory	All Students	-138.9
2022	Math	Arleta High	All Students	-141.9
2022	Math	James Monroe High	All Students	-146.3
2022	Math	Cesar E. Chavez Learning Academies-Technology Preparatory Academy	All Students	-148.3
2022	Math	Panorama High	All Students	-166.5

California School Dashboard
Science Overall Performance[43]

The tables below represent the DFS scores of the overall student population as provided by the California School Dashboard.

Please note: California Science Test ("CAST") data is only available on the California School Dashboard for the 2024 school year

[42]"Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[43]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

Year	Area	Group	VAHS	State	LAUSD
2024	Science	Overall	-11.8	-13.5	-17.9

California School Dashboard
College & Career Overall Performance[44] [45] [46]

The tables below represent the percentage of the overall graduating class by year considered College and Career Ready as provided by the California School Dashboard.

Please note: College & Career Readiness data was not provided by the California School Dashboard in the year 2022.

Year	Area	Group	VAHS	State	LAUSD
2019	College & Career	Overall	55.7%	44.1%	37.7%
2023	College & Career	Overall	44.1%	43.9%	42.7%
2024	College & Career	Overall	52.5%	45.3%	45.4%

California School Dashboard
Graduation Rate Overall Results[47] [48] [49] [50]

The tables below represent the percentage of the overall graduating class that successfully graduated in their respective year as provided by the California Schools Dashboard.

[44] "Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[45] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[46] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024
[47] "Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[48] "Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[49] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[50] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

Year	Area	Group	VAHS	State	LAUSD
2019	Grad	Overall	88.1%	85.8%	82.1%
2022	Grad	Overall	95.2%	87.4%	86.0%
2023	Grad	Overall	91.7%	86.4%	83.6%
2024	Grad	Overall	95.1%	86.7%	86.7%

California School Dashboard
Suspension Rates Overall Population[51] [52] [53]

The tables below represent the percentage of the overall population that spent one or more day suspended from school.

Year	Area	Group	VAHS	State	LAUSD
2019	Suspension	Overall	2.3%	3.4%	0.4%
2022	Suspension	Overall	2.2%	3.1%	0.3%
2024	Suspension	Overall	2.3%	3.2%	0.4%

2. Valor Academy High provide better educational outcomes and experiences for ALL learners

This section will address:

- *Success of the key and/or innovative features of the educational program*
- *Success of the Charter School's educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant student groups*

When broken apart by demographic group, Valor Academy High School's data shows that we successfully serve our specific students. The student groups that we serve achieve higher outcomes than they would elsewhere. VAHS's most recent LAUSD oversight report reinforces this finding by stating that "The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data

[51]"Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[52]"Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[53]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report."[54]

Positive Findings of Subgroup Data:

- The overall comparison shows a clear pattern in both ELA and Math of closing the gap with the state more and more each year and eventually surpassing it for ELA when looking at DFS on the California School Dashboard.
- Comparing both Hispanic students as well as Socioeconomically Disadvantaged students, Valor Academy High School outperformed the state in ELA by over 60 points in both 2023 and 2024 when comparing DFS on the California School Dashboard.
- Hispanic Students, who make up the majority of VAHS's enrollment have performed better in all categories on the California School Dashboard than the Statewide average for Hispanic students except in Math.
    - The difference from the State in Math reduced to 4 points on the 2023-24 California School Dashboard from its largest difference of 42.9 points in 2022.
- Socioeconomically Disadvantaged students, who make up 95.3% of our student body, outperform the State average for SED in all categories of the California School Dashboard except math.
    - VAHS SED students reduced the gap to 6.3 points in math. At its height, that same gap had previously been 43.5 points in 2019.
- Multilingual Learners closed the gap with the state in 2024 and outperformed the State Average for MLLs in ELA.
- Multilingual Learners outperformed the State average for MLLs in Science in the only year that data has been tracked for the subject.
- Multilingual Learners show higher graduation rates than the State average for Multilingual Learners in 2023 and 2024.
- Valor Academy High's Students with Disabilities outperformed the State average for SWDs in all areas except Math and Science in 2023 and 2024.[55] [56] [57] [58]

[54] LAUSD Annual Performance Based Oversight Visit Report - 12/12/24
[55] Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024
[56] Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[57] Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[58] Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019

- Multilingual Learners scored 4 (Well Developed) on summative ELPAC testing at higher percentages than did the State for 3 out of 4 years tracked.[59] [60] [61] [62]
- Verified i-Ready data shows all subgroups achieved measurable increases in academic achievement (at least one year's progress) for each year measured, with only one exception.[63]
- When looking only at CAASPP scores for 11th graders, VAHS's Hispanic and Socioeconomically Disadvantaged 11th grade Students, outperformed the State's Hispanic and Socioeconomically Disadvantaged students in Mathematics by about 40 points.[64]
- Valor Academy High School's percent of "At Risk" ELs is 0.5% as compared to the State's percent of 6.8%.
- Valor Academy High School's percent of "LTELs" is 10.3% as compared to the State percent of 10.6%.[65]

Areas for Growth Revealed by Subgroup Data:

- Valor Academy High School's Multilingual Learners represent the subgroup that has most often fallen shy of the statewide average for their demographic, particularly in Math.
- VAHS's Students With Disabilities have consistently performed the statewide SWD average for mathematics.
- MLLs are the only subgroup to have not outperformed the State average for their same subgroup in ELA in 2023.
- MLLs in 2023 were the only significant subgroup to have a rating of "ineffective" in any year measured by verified i-Ready data.
    - Valor Academy High School's detailed response to these data points can be found in section 1.2d: Areas of Challenge.

[59] "Summative Elpac 2024." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept. of Education)*, 2024.
[60] "Summative Elpac 2023." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept. of Education)*, 2023.
[61] "Summative Elpa 2022c." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept. of Education)*, 2022.
[62] "Summative Elpac 2019." Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept. of Education), 2019.
[63] "California Charter Schools Academic Progress Indicator for Grades 9-12 Valor Academy High School 2024-2025." Curriculum Associates, 2025.
[64] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2023–24 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept. of Education), 2024.
[65] "2024-25 'At-Risk' and Long-Term English Learners (LTEL) by Grade: Valor Academy High." *CDE Dataquest*, 2024.

California School Dashboard
Hispanic Student Outcomes[66] [67] [68] [69]

The table below represents Valor Academy High School's second-most significant subgroup: Hispanic students made up 94% of VAHS's student body in the 2024 school year.

Year	Area	Group	VAHS	State	LAUSD
2024	College & Career	Hispanic	53.1%	37.4%	44.3%
2023	College & Career	Hispanic	41.3%	35.5%	41.4%
2019	College & Career	Hispanic	55.4%	36.1%	36.7%
2024	ELA	Hispanic	22.7	-39.3	-38.9
2023	ELA	Hispanic	21.0	-40.2	-43.1
2022	ELA	Hispanic	-33.4	-38.6	-41.3
2019	ELA	Hispanic	-42.5	-26.6	-32.5
2024	Grad	Hispanic	95.7%	85.3%	86.6%
2023	Grad	Hispanic	91.9%	84.2%	83.3%
2022	Grad	Hispanic	95.0%	85.3%	85.8%
2019	Grad	Hispanic	89.6%	83.7%	82.1%
2024	Math	Hispanic	-83.3	-79.2	-72.6
2023	Math	Hispanic	-95.1	-80.8	-78.9
2024	Science	Hispanic	-11.5	-19.3	-20.0
2024	Suspension	Hispanic	2.4%	3.4%	0.4%
2023	Suspension	Hispanic	3.4%	3.8%	0.3%
2022	Suspension	Hispanic	2.2%	3.3%	0.2%
2019	Suspension	Hispanic	2.3%	3.5%	0.3%

[66]"Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[67]"Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[68]"Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[69]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

California School Dashboard
Socioeconomically Disadvantaged Student Outcomes[70] [71] [72] [73]

The table below represents Valor Academy High School's most significant subgroup: Socioeconomically Disadvantaged students made up 95% of VAHS's student body in the 2024 school year.

Year	Area	Group	VAHS	State	LAUSD
2024	College & Career	SED	52.5%	45.3%	44.1%
2023	College & Career	SED	41.6%	35.4%	41.1%
2019	College & Career	SED	56.3%	35.8%	37.1%
2024	ELA	SED	21.2	-40.9	-40.2
2023	ELA	SED	19.4	-42.6	-46.1
2022	ELA	SED	-31.4	-41.4	-42.1
2019	ELA	SED	-47.5	-88.1	-33.5
2024	Grad	SED	94.9%	84.4%	86.7%
2023	Grad	SED	91.3%	83.7%	83.4%
2022	Grad	SED	95.2%	85.1%	86.1%
2019	Grad	SED	87.8%	83.2%	82.9%
2024	Math	SED	-84.5	-78.2	-72.6
2023	Math	SED	-97.0	-80.8	-78.4
2024	Science	SED	-11.8	-19.1	-20.2
2024	Suspension	SED	2.3%	4.0%	0.4%
2023	Suspension	SED	3.9%	4.5%	0.4%
2022	Suspension	SED	2.1%	4.0%	0.3%
2019	Suspension	SED	2.5%	4.3%	0.4%

[70] "Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[71] "Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[72] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[73] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

California Assessment of Student Performance and Progress ("CAASPP")
Math Socioeconomically Disadvantaged/Hispanic Performance [74] [75] [76] [77]

The tables below represent the mean scale score for High School (11th Grade) performance disaggregated as listed on the CAASPP results website

Year	Subject	Grouping	VAHS 11th	State 11th
2024	Math	SED Hispanic	2539.9	2500.3
2023	Math	SED Hispanic	2529.4	2496.3
2022	Math	SED Hispanic	2499.4	2494.8
2019	Math	SED Hispanic	2524.6	2516.8

California School Dashboard
Students with Disabilities Outcomes [78] [79] [80] [81]

The tables below represent Valor Academy High School's students with Individualized Education Programs, who make up 19.3% of the VAHS student body.

Year	Area	Group	VAHS	State	LAUSD

[74] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2023–24 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2024.

[75] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2022–23 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2023.

[76] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2021–22 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2022.

[77] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2018–19 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2019.

[78] "Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019

[79] "Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022

[80] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023

[81] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

2024	College & Career	SWD	23.8%	13.5%	15.9%
2023	College & Career	SWD	14.3%	12.3%	15.9%
2019	College & Career	SWD	27.8%	10.8%	7.3%
2024	ELA	SWD	-68.7	-95.6	-106.9
2023	ELA	SWD	-47.4	-96.3	-111.8
2024	Grad	SWD	91.3%	74.4%	71.4%
2023	Grad	SWD	89.3%	72.7%	70.8%
2022	Grad	SWD	100.0%	75.2%	73.5%
2019	Grad	SWD	83.3%	70.6%	64.8%
2023	Suspension	SWD	5.2%	5.9%	0.6%
2022	Suspension	SWD	3.1%	5.4%	0.6%
2019	Suspension	SWD	4.7%	6.2%	0.8%

California School Dashboard
Multilingual Learner Outcomes[82] [83] [84] [85]

The table below represents Valor Academy High School's multilingual learner population as provided by the California Schools Dashboard. MLLs make up 12% of VAHS's student body.

Year	Area	Group	VAHS	State	LAUSD
2024	ELA	MLL	-63.2	-67.6	-78.7
2023	ELA	MLL	-69.2	-67.7	-87.8
2024	Grad	MLL	100.0 %	77.9%	71.5%
2023	Grad	MLL	81.8%	73.5%	62.8%
2022	Grad	MLL	88.2%	73.3%	64.1%
2019	Grad	MLL	66.7%	72.6%	58.9%

[82]"Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[83]"Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[84]"Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[85]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

2024	Science	MLL	-24.0	-25.6	-28.2
2024	Suspension	MLL	3.4%	3.4%	0.3%
2023	Suspension	MLL	6.4%	3.7%	0.3%
2022	Suspension	MLL	2.6%	3.2%	0.2%
2019	Suspension	MLL	1.5%	3.1%	0.3%

ELPAC[86] [87] [88] [89] % of Students Scoring 4 (Well Developed)		
Year	**State**	**VAHS**
2023-24	14.63%	21.43%
2022-23	16.50%	16.67%
2021-22	15.57%	8.20%
2018-19	16.40%	16.67%

i-Ready
Math Verified Data - All Significant Subgroups[90] [91] [92] [93]

The table below represents the rating given by Curriculum Associates on their annual "California Charter Schools Academic Progress Indicator for Grades 9-12" verifiable report. This report has been listed as acceptable verifiable data by the CDE. "Significant Subgroups" were defined as any group making up 5% or more of the students tested in that year.

Group	SY 2022	SY 2023	SY 2024	SY 2025
Asian	N/A	N/A	N/A	Average

[86] "Summative Elpac 2024." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept of Education)*, 2024.
[87] "Summative Elpac 2023." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept of Education)*, 2023.
[88] "Summative Elpa 2022c." *Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept of Education)*, 2022.
[89] "Summative Elpac 2019." Search and Compare Summative ELPAC Test Results - ELPAC Reporting (CA Dept of Education), 2019.
[90] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2021-2022
[91] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2022-2023
[92] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2023-2024
[93] Curriculum Associates: California Charter Schools Academic Progress Indicator for Grades 9-12, 2024-2025

Hispanic	Average	Average	Average	Average
Two or More Races	N/A	N/A	Average	Average
White	N/A	N/A	Average	Average
SED	Average	Average	Average	Average
SWD	Average	Average	Average	Average
MLL	Average	Ineffective	Average	Average

California School Dashboard

Math CAASPP Performance vs. Neighborhood School Median Scores[94]

[95] [96] [97]

The tables below represent the median DFS scores for all subgroups measured against the median scale score of the same subgroup of the 5 non-charter schools geographically closest to Valor Academy High School (Arleta High, Robert Fulton College Preparatory, James Monroe High, Panorama High, and Cesar E. Chavez Learning Academies-Technology Preparatory Academy).

All data provided by the California Schools Dashboard.

Year	Area	Group	VAHS	NSM
2024	Math	Hispanic	-83.3	-138.5
2023	Math	Hispanic	-95.1	-152.3
2022	Math	Hispanic	-126.3	-146.1
2024	Math	MLL	-177.3	-181.3
2023	Math	MLL	-190.0	-198.8
2022	Math	MLL	-193.2	-213.0
2024	Math	SED	-84.5	-135.5
2023	Math	SED	-97.0	-153.8
2022	Math	SED	-123.0	-147.8
2024	Math	SWD	-190.2	-195.0
2023	Math	SWD	-143.0	-207.2

[94] "Valor Academy High: 2019." California School Dashboard (CA Dept of Education), 2019
[95] "Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[96] "Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[97] "Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

2022	Math	SWD	-189.2	-219.2

3. Valor Academy High School's outcomes improve over time

Valor Academy maintains a cycle of implementing programs, assessing their impact, and adjusting for improved results. Over time, this approach has yielded gains in academic performance. Between 2022 and 2024, Valor Academy has attained measurable increases in academic achievement school wide as well as for the numerically significant subgroups we serve.

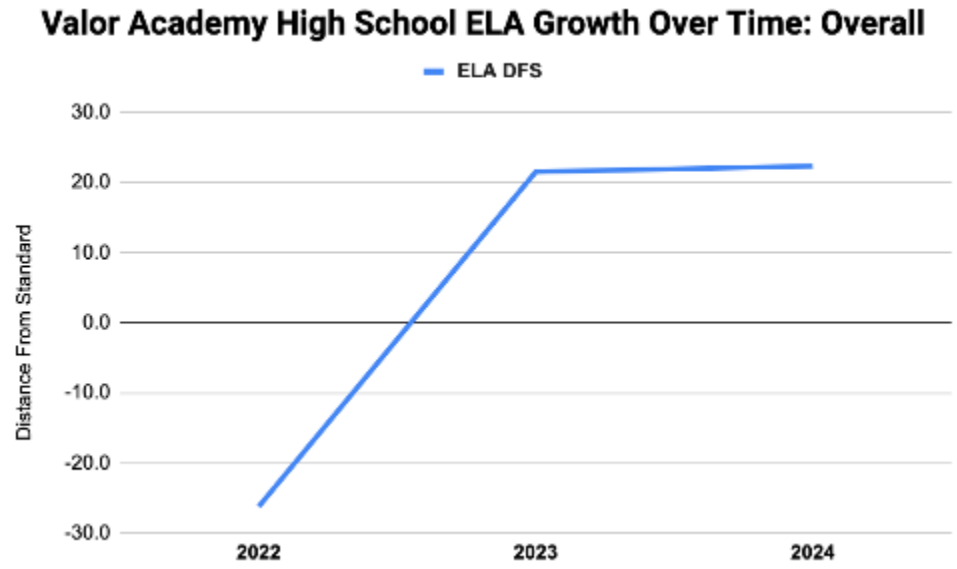
Positive Findings of Growth Over Time Data:

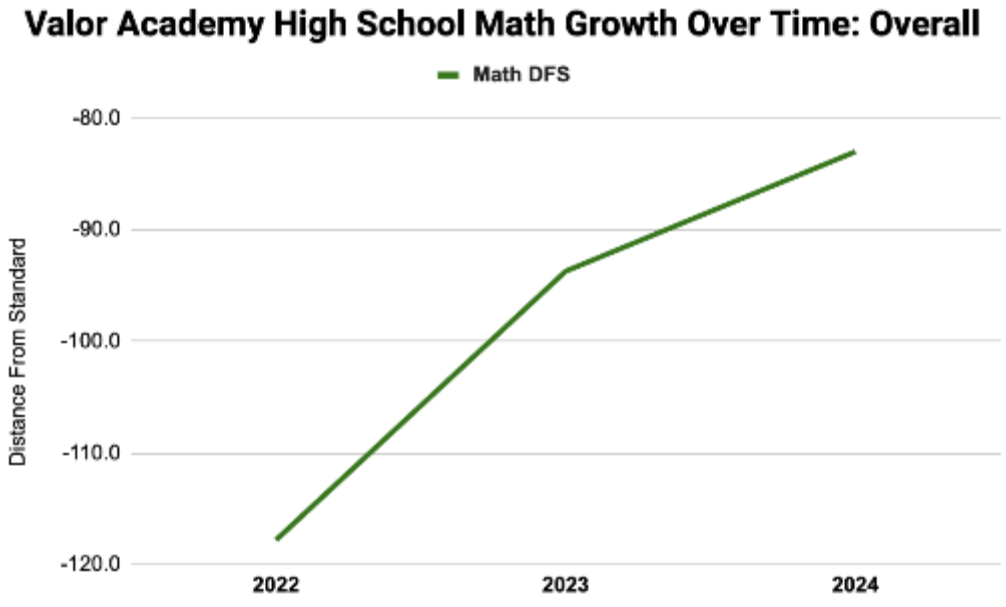
- Both ELA and Math scores showed year over year growth for each year.
- ELA performance was above the standard for the overall population, Hispanic students, and Socioeconomically Disadvantaged students for 2 out of 3 years.
- Year over year growth is prominent for Hispanic students, SED, and MLLs for both ELA and Math.

Areas for Growth Revealed by Growth Over Time Data:

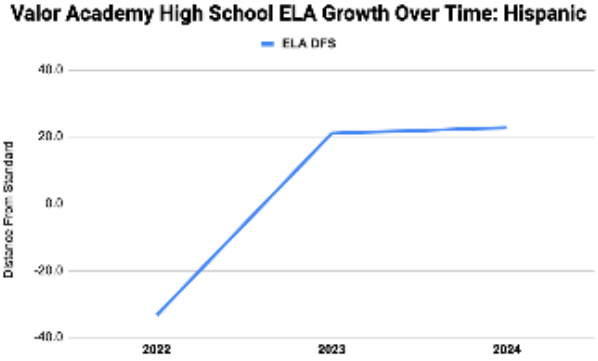
- Math performance remained below the standard for the overall population and for all subgroups. Valor Academy's detailed response to this data point can be found in section 1.2d: Areas of Challenge.

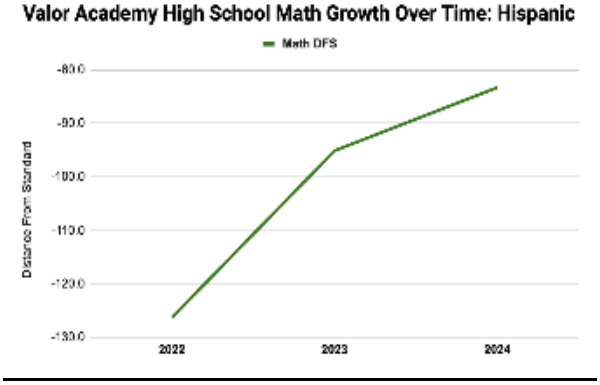
2022 - 2024
California School Dashboard
Growth Over Time[98] [99] [100]

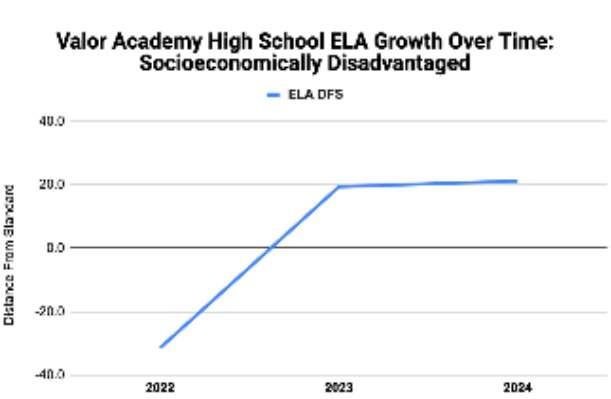


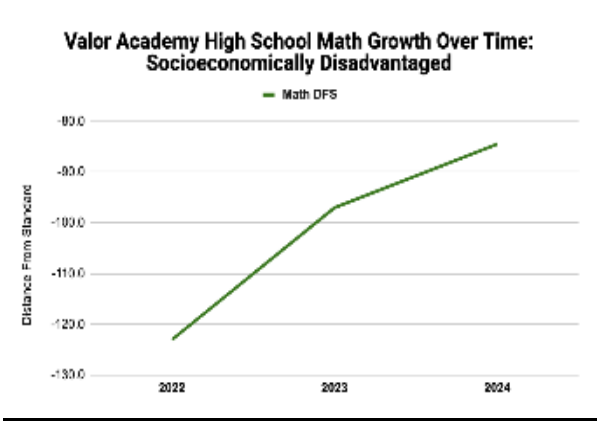


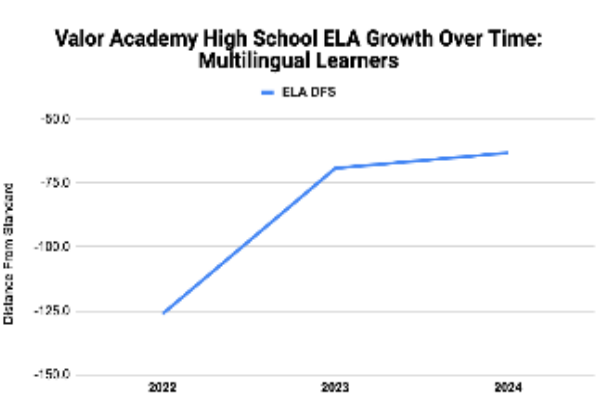
[98]"Valor Academy High: 2022." California School Dashboard (CA Dept of Education), 2022
[99]"Valor Academy High: 2023." California School Dashboard (CA Dept of Education), 2023
[100]"Valor Academy High: 2024." California School Dashboard (CA Dept of Education), 2024

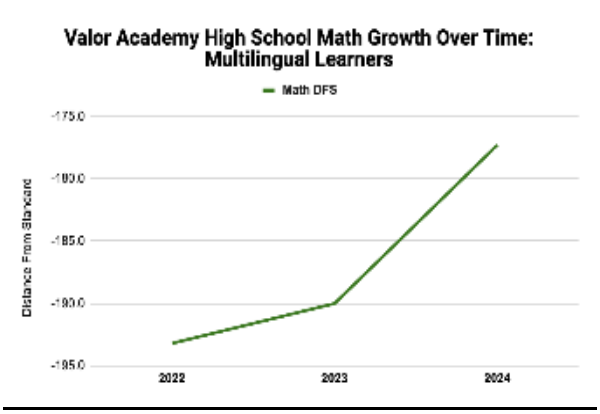












4. Valor Academy High students demonstrate significantly strong postsecondary outcomes

Our data show that the Valor Academy program lives up to the promise to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life. VAHS's post-secondary data shows that with each year, increasingly more students are preparing their unique talents at 4 year colleges, community colleges, trade schools, and even the military. Students are following their dreams, and persisting in their pursuit.

Positive Findings of postsecondary outcomes

- Valor Academy's 66% 4-year college enrollment in SY 2025 is more than 2.5 times the enrollment average of the State according to the Policy Analysis for California Education
- Valor Academy's 84% of students enrolling in college in 2025 is 21% higher than statewide enrollment rates according to the Policy Analysis for California Education[101]
- 2025 saw 66% of students enrolled in 4 year colleges, exceeding the State Average for students meeting UC/CSU requirements.
- Since SY 2019, our matriculated college freshman have persisted into their second year at an average rate of 76%.
- Consistent growth in college persistence, Class of 2023 has persisted into second year at a rate of nearly 83%.

2019 - 2024
Post-Secondary Matriculation - Freshmen[102]

Grad Year	4-Year	2-Year	C.T.E.	Military	No Enrollment	Total Enrollment
2017	64%	13%	3%	1%	19%	81%
2018	64%	17%	2%	1%	16%	84%
2019	44%	33%	1%	0%	22%	78%
2020	40%	36%	1%	0%	23%	77%
2021	41%	25%	3%	1%	30%	70%
2022	49%	11%	6%	0%	34%	66%
2023	41%	32%	3%	1%	23%	77%
2024	56%	20%	12%	1%	11%	89%
2025	**66%**	**18%**	**10%**	**2%**	**6%**	**94%**

[101]Kurlaender, Michal, et al. "Where California High School Students Attend College." Policy Analysis for California Education, University of California, Davis, Dec. 2018.
[102]"Valor Academy HS Freshman Matriculation Data 2017 - 2025." 18 July 2025.

2021 - 2024 National Clearing House Post-Secondary Persistence Rates			
The table below represents the college going rate each year following graduation as verified by National Clearinghouse Data. [103]			
Class of	% Matriculate 1st Year	% enrollment to 2nd year	% enrollment to 3rd year
2021	51%	30%	29%
2022	58%	42%	35%
2023	54%	50%	N/A
2024	69%	N/A	N/A

*Note: National Clearinghouse Data is dependent on colleges and universities reporting enrollment accurately and on time and, as such, can be an underestimate. Internal tracking by Valor Academy's Alumni Success Coordinator through direct contact with VAHS Alumni consistently shows differing figures than those presented by National Clearing House. Internal Data findings are presented in the table below.

2021 - 2024 VAHS Internal Tracking: Post-Secondary Persistence Rates			
The table below represents the college enrollment rate for each cohort, each year following their high school graduation. This data is gathered internally by Valor Academy's Alumni Success Coordinator. Valor's Alumni Success Coordinator verifies results by communicating directly with all alumni by phone, text, or email to check on enrollment status.[104]			
Class of	% Matriculate 1st Year	% enrollment persist to 2nd year	% enrollment persist to 3rd year
2021	70%	38%	39%
2022	66%	53%	41%
2023	77%	65%	N/A
2024	89%	N/A	N/A

[103] "Retention and Persistence Report." National Student Clearinghouse, 2025.
[104] Petrie, Kyle. "VAHS Alumni Stats (2021-2025)." 2025.

1.2b-c: Success of the Key Features of the Educational Program

As demonstrated by the data listed in the section above, Valor Academy High School has implemented a successful, transformational program for our community and has shown significant year over year growth in reaching this point. Our successes, growth, and transformational impact on our students can largely be attributed to 5 Key Features of Valor Academy High's educational program:

1. Data Informed Decision Making
2. Differentiated Learning
3. Ongoing Staff Development
4. Student & Family Services
5. Whole Student Approach

Key Feature #1 and Its Success: Data Informed Decision Making

At Valor Academy High School, decisions are made rooted in data. Tiers of support are offered to students based on what the data reveals their needs to be. Programs that are implemented are analyzed and adjusted based on the data that they generate. Data informed decision making is a key driver of student and school-wide success. The table below lists some of the programs used to generate actionable data and how the data is then used to drive the results listed in the prior section.

DATA INFORMED DECISION MAKING INITIATIVES	
Program	**Description**
i-Ready Testing	Taken in the Fall, Winter, and Spring, i-Ready's adaptive testing approach allows the VAHS team to determine the current performance level of each individual within our student body. Measures can then be pursued to address individual needs (see Key Feature #2: Differentiated Learning). Macroscopic trends can also be determined by discovering key needs in the domains of testing for each subject (Reading: Vocabulary, Overall Comprehension, Literature Comprehension, and Informational Text Comprehension. Math: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry). This data allows for schoolwide initiatives to be put into place in order to address common areas of need in every classroom. Disaggregation of data ensures that equity gaps are found and addressed. Finally, research has shown a strong correlative connection between end of year proficiency on i-Ready and proficiency on state assessments.[105] Using this data, priority standards are identified for testing bootcamps for 11th grade students (See "Testing Bootcamp" below.

[105] Bjorklund-Young, Alanna, and Carey Borkoski. "Do Formative Assessments Influence Student Learning?: Research on i-Ready and MAP." Institute for Education Policy, Johns Hopkins School of Education, Nov. 2016.

Panorama Student, Staff and Family Surveys	Students, staff, and families all take surveys at least twice per year to determine the state and trajectory of all stakeholder's opinions on a variety of areas that the school serves them. Families are surveyed about their ability to aid their students in their work and effort; the school climate; the fit of the school for their family's needs, and school safety. Students are surveyed on their sense of self-efficacy, growth mindset, self-management, social awareness, and classroom effort. Finally, all staff are surveyed about school climate and the support they receive from school and org-wide leadership. The data generated from these surveys allows school leadership to adjust initiatives while addressing the socioemotional needs of all stakeholders. The impact of including socioemotional data in decision making reveals itself in teacher retention (which is a key driver of student academic success), student retention and persistence, discipline data, and also graduation and post-secondary data.
i-Ready Lessons	Using i-Ready's assessment and learning software, students are provided lessons based on their individual needs. These needs are determined by the data generated in their fall and midyear i-Ready assessments. Qualifying students work on these lessons weekly during their flex class; gaining knowledge to fill in identified learning gaps and improve test scores and classroom performance.
Data Analysis Protocols ("DAP")	Following Midterms and Final assessments, all content departments lead their team in a structured Data Analysis Protocol that identifies strengths and needs in assessed standards. The protocol then digs deeper into wrong answer data to determine where common misconceptions exist within a standard. In their teams, staff examine how misconceptions manifest vertically and also plan reteaching strategies to address the missing information.
Gradebook Analysis Protocol	At least once per semester, all teachers engage in a gradebook analysis protocol to determine grading trends and uncover and address possible equity gaps. Teachers establish their distribution of grades as well as determine key drivers of trends such as consistent patterns in classwork, formative, or summative assessment. Finally, teachers determine action plans for necessary reteaches at the macroscopic level as well as individual intervention including but not limited to tutoring, parent outreach, and assessment retake. Some students may be referred to a higher tier of support school-wide.
IABs	VAHS's mathematics department has committed to using the IAB formative assessments provided by the CAASPP. These assessments provide details of individual and classwide attainment of math standards and skills. The resulting scores inform both immediate classroom intervention as well as the 11th grade testing bootcamp (see below). Misconceptions are discovered earlier and all department staff are responsible for addressing achievement shortfalls including during non-SBAC years.
Testing Bootcamp	By gathering data from i-Ready Testing, IABs, DAPs and Gradebook Analyses, as well as gathering qualitative data from staff and students, content departments work in conjunction with school leadership to target key standards for upcoming high stakes testing, including CAASPP, CAST, and ELPAC. Specialized lessons based on gathered data are given during Science classes and ELD classes for the weeks ahead of CAST and ELPAC. For CAASPP, end of day

	Flex periods are led by ELA and Math content teachers and preparatory lessons are given to all students to ensure that each student has the best, most data informed, opportunity to score their best on the high stakes state assessments.
Curriculum	Along with having excellent educators facilitating learning, the quality of the curriculum students learn from is one of the most consequential elements of success or shortfall in a student's education. It is with this intentionality that Valor Academy High School and Bright Star Schools only allow top rated and performing curricula to be brought to the pilot level of org-wide implementation. Once piloted and resulting internal qualitative and quantitative data is assessed by our internal team, the curriculum is considered worthy of being rolled out to all staff. It was through this process that Bright Star Schools adopted the Illustrative Mathematics curriculum, which received the highest possible ratings on every rubric item at every grade level on Edreports.[106]

Key Feature #2 and Its Success: Differentiated Learning

Valor Academy High School makes it a priority to identify subgroups of students in order to provide differentiated instruction. VAHS stakeholders invest in providing programs, curriculum and systems that are differentiated to meet the needs of the whole child. Some of the priority subgroups we strive to create differentiated learning opportunities for are our:

- Multilingual Learners
- students with IEPs that present higher needs
- students who may be credit deficient
- highly motivated students
- lower performing 9th graders in Math
- top performing students in 10th & 11th grade

VAHS has committed much time and energy to our differentiated intervention programs to help close achievement and equity gaps at multiple grade levels.

[106] "Imagine Learning Illustrative Mathematics IM 9-12 Math." EdReports.Org, EdReports.org, Inc., 2025.

DIFFERENTIATED LEARNING INITIATIVES	
Program	**Description**
ELD Department	Valor Academy High's ELD department focuses on both in-class ELD curriculum as well as supporting students and instructors in delivering instruction that is accessible to students of all levels of English language acquisition. Staffed with one lead ELD instructor and two dedicated ELD instructional Assistants, MLL students as well as Reclassified Fluent English Proficient ("RFEP") students benefit from push-in aid in core content classes. Our ELD instructor also leads a minimum of four professional development sessions per year to ensure that all staff are equipped with the most up to date, research based instructional practices to serve our language learner population. Finally, utilizing data gathered in classrooms and assessments, our ELD instructor leads student study sessions ahead of ELPAC assessments. These data informed bootcamps have led to marked improvements in Valor Academy's English Language Progress Indicator.
IE Department	Bright Star Schools uses the term "Inclusive Education" ("IE") to emphasize the integration of all students, regardless of ability, into a supportive and accessible learning environment, promoting equity and reducing stigmatization. This term reflects a broader commitment to diversity and inclusion within the entire school community. Inclusive Education is prioritized to ensure that each student derives meaningful benefit from their educational experience, especially our diverse learner populations. By centering inclusion, we emphasize increasing access for all students without decreasing rigorous expectations. All Bright Star schools believe that a strong Tier 1 instructional model is crucial to the progress of all students and embed universal support within our curricula to foster access and agency. Our Inclusive Education Staff is highly trained in their ability to target the individualized needs of our students with disabilities. VAHS's IE team includes one inclusive education teacher assigned to each grade level as well as two paraprofessionals to help provide push-in support and services to students. We meet these varied needs through our inclusive instructional programming models which include Co-teaching between general education and inclusive (special) education providers, full inclusion with push-in only academic services from inclusive (special) education providers, and a combination of push-in and pull-out services from our inclusive (special) education providers. As an inclusive model, Valor Academy places the highest value on push-in services, allowing students to remain in their scheduled classes with the minimum interruption that is within the best interests of each students' learning needs. VAHS also provides resource lab classes to those students whose demonstrate the need for the support. During resource lab, Inclusive Education Specialist Teachers ("IST") meet with students 4 times weekly and devote equal time to Math and ELA instruction. During resource class, ISTs front load and reteach material from the general education curriculum. Through these differentiated and inclusive models, we have observed our students with disabilities make meaningful progress within the general education curriculum and toward their IEP goals.

Math Lab	Responding to data from the Math SBAC, VAHS has prioritized improving our student's achievement by adding multiple sections of dedicated Math Lab to our class matrix. Math Lab is designed to support students, predominantly in the 9th grade by preparing them to be successful in Algebra I through both standard review and content frontloading. Students are selected to participate in math lab based on Fall I-ready assessments as well as 8th grade CAASPP scores. Our math lab instructor plans in tandem with Algebra 1 instructors and instructional Assistants to target student needs in a small group, differentiated instruction environment. In addition, every Wednesday we hold Small Group Instruction ("SGI") with the support of 3 instructional assistants. One of the instructional assistants who is A-G Certified helps co-plan with the Math Lab teacher to create meaningful targeted instruction every Wednesday.
Small Group Instruction	VAHS has further differentiated instruction through our SGI program. SGI was created as a data responsive intervention to target the various needs of students in Math and ELA. The goal of this program is to have 70% of students grow by at least one grade level by the next diagnostic test. Each year we use data to evaluate which students would benefit most from small group instruction; historically targeting freshman through juniors. Instructional Assistants, IST's and ELD teachers pull lessons from the i-Ready tools for instruction platform to reteach in a small group of no more than 6 students. This intervention block is held once a week for 50 minutes and changes at the semester mark, culminating with a celebration of students who have tested out of the program and welcoming students who have demonstrated need in the second semester. Each semester is split between 9th and 10th grade, and math and ELA. The spring semester mainly prioritizes SBAC prep for 11th graders where every Thursday each math teacher focuses on a skill and an IA pushes in to provide small group support after the lesson. Another form of math intervention can be seen in our Small Group Instruction called Excellence Zone, which targets 10th-grade students. In the fall semester, administration with the support of another A-G Specialist Instructional assistant pulled data and identified 10th-grade students that need more math support. These students are then pulled into 8 small groups every Thursday during Flex period. During the Excellence Zone the students cover skills that they are lacking and skills that they need to be successful in their geometry class. The lessons are co-planned with the 10th grade geometry teacher who also shares her data on the grade level to support data-driven instruction.
Student Success & Progress Team ("SSPT")	When students show signs that tier 1 and even tier 2 interventions are not sufficient in bringing about academic success, it is the counselor who arranges the SSPT consisting of the student, guardians, and instructors, to develop a success plan and a series of interventions to ensure that the support that is needed is provided for every student in their care. During the initial meeting, data is reviewed as well as behavioral information to determine the function of key behaviors driving low performance results and what accommodations can be put into place to remove barriers to learning and for the student to replace behavior or study habits that result in low performance with ones that will find more success. The SSPT agrees

	to the plan, follows through, and then reconvenes to look over new data to determine the success of the plan and make adjustments accordingly.
Credit Recovery	Identified by our counseling department, students who are in danger of not graduating on time are offered credit recovery opportunities through licensing of software by Edgenuity. Students are also given structured time during and after the school day to recover missing credits with the support of an in-person proctor who can give support and motivation to struggling students. Edgenuity credit recovery is in addition to summer school and course repetition, which are both also offered to all students.
Advanced Placement Courses	Valor Academy High School's Advanced Placement ("AP") courses provide an additional layer of differentiated learning, focused on meeting the needs of high-performing and highly motivated students. Our college-level classes are designed to maximize rigor. AP courses offer a rigorous curriculum that delves deeply into subjects of interest, opening professional possibilities, while simultaneously fostering academic growth and intellectual independence in an environment that celebrates and develops students' potential. Moreover, the AP program at Valor Academy fosters motivation by creating a culture of academic excellence and college readiness. With access to college credit and advanced standing in postsecondary institutions, students are not only challenged in the present but are also empowered to envision and pursue ambitious future goals. While AP classes offer a differentiated instruction catered to advanced students, the courses remain open to all students due to their recognized benefit for any learner.
Dual Enrollment	Dual Enrollment options offer the opportunity to earn both High School elective credit as well as college credit through the completion of a single course. Selected classes are chosen based on expressed student interest and within the California General Education Transfer Curriculum ("CAL GETC") sequence to best equip students with college credits that are transferable at any CSU or UC. Ensuring all dual enrollment classes are approved for CAL GETC credit helps VAHS students fulfil the core class requirements at the college level. Dual enrollment course credits offer further differentiation for students based on their interests and their post-secondary ambition. The courses are available to all students.

Key Feature #3 and Its Success: Ongoing Staff Development

At Valor Academy High School, the most important factor in the success of our students is having the best mission aligned and driven instructors and support staff working with them. It is with that in mind that VAHS and Bright Star Schools place immense value on developing the capacity of our staff. Staff development occurs at the org-wide level, the school-wide level, the department and grade level, and finally, but most importantly at the individual 1:1 level through differentiated PD sessions, access to conferences and trainings, coaching, and mentoring of every staff member.

ONGOING STAFF DEVELOPMENT INITIATIVES	
Program	**Description**
Bright Star Schools Org-Wide Professional Development	Each year, Bright Star Schools brings all schools within the Charter Management Organization together to set a common vision for the year for all team members. The vision is based on data analysis of school performance and culture as well as on chosen best practices to be prioritized and implemented in the coming year. The organization-wide professional development lasts for two days at the end of the summer. The priorities and practices discussed in these beginning of the year meetings are then followed up through the year through 4-5 pupil free days with agendas designed by organizational leaders and sessions led, either in-person or remotely by organizational leadership members. By organizing and leading these org-wide professional development, all staff is equipped and supported to implement common practices that will be recognizable at any Valor Academy School at any grade level and in any content area. Common practices range from common restorative responses to student behavior, common collaborative learning practices, and common pedagogical techniques.
School-Wide Professional Development	Valor Academy High School uses a shortened class schedule each Wednesday to provide 90 - 105 minutes of professional development training and learning. This time is dedicated to: developing instructional practices that will make rigorous curriculum accessible to all students [Instruction]; developing cultural practices that promote our values of Social Justice, Leadership, Integrity, Community, and Excellence [Culture] preparing and equipping staff for upcoming school events such as testing, conferences, drills, or other campus events [Preparation]; analyzing data [Data]; and informing staff of updates to school policy [Information]. A sample of PD topics and their descriptions is given in the next table below.
Differentiated Professional Development	Valor Academy High School also makes the differentiated learning experience available to adults on campus. Differentiated PD is created for educators to experience the impact of receiving instruction tailored to their unique needs, rather than a one size fits all approach. The spring 2025 PD series of differentiated learning for teachers around lesson planning, classroom management, and classroom practices for engagement and data gathering. Topics learned ranged from unpacking standards, to setting clear expectations for group participation, to building “thinking classrooms”. Sessions were led by VAHS’s School Leadership Team (SLT), which is comprised of department lead teachers, our principal and assistant principals. These sessions allowed teachers to take part in small group learning

	based on their needs to gain skills and strategies that are proven to make learning accessible for all students.
Department Meetings	Within content departments, VAHS's instructors continue developing their skills as part of a departmental team. It is within these teams that staff present and respond to Data Analysis Protocols (DAPS) as well as grade book analyses. Within department meetings, staff learn about content specific strategies and pedagogies. Department teams are able to problem solve together with an expert eye on content specific knowledge and with a focus on content specific curriculum. In this learning environment, teachers support each other's development, particularly educators who are new to the profession are able to learn from and collaborate with more veteran professionals. Additionally, three times per year, Content Directors lead organization-wide department professional development sessions. These sessions are designed, similarly to org-wide PD, to roll out practices that should be seen in all content-specific classes in each Bright Star School. Session topics have included content specific standard unpacking, curriculum roll out, and content specific lesson planning, among others. Finally, the departmental work is continued each semester when specific content teams at specific grade levels are granted half day Release Days to work directly with the Bright Star Schools' content directors in smaller group settings.
Grade Level Meetings	Teachers and Assistants continue their development through Grade Level meetings. Grade level teams consist of teachers, TA's assigned to the grade level, Instructional Support Teachers, grade level counselors, and a member of the principal team (which includes the Principal and Assistant Principals). Grade level meetings give teachers the opportunity to discuss common grade level problems of practice and utilize the expertise of the group to work out solutions that can be normed across the grade. Grade level meetings are held monthly during Wednesday Professional Development meetings.
Coaching & Observation	Professional development through coaching based on the four domains of The Framework For Teaching rubric created by The Danielson Group. Bright Star Schools has adopted a targeted focus on 11 Critical Attributes, which has led to significant academic success for our students through enhancing instructional practices and classroom environments. Coaches provide targeted, research backed support to help teachers refine their performance of each of the 11 attributes. Progress is monitored through observations that, depending on the teacher's need, can vary from monthly to weekly. Observations have 4 regularly recurring formats: ● **Pulse Checks** - short 5-7-minute observation that gives the coach a general sense of the class environment (Danielson Domain 2) and the ability to see the

	transition from planning (Danielson domain 1) to execution (Danielson Domain 3). Feedback is given within 24 hours electronically. Frequency: from weekly to monthly depending on need. ● **Mini Observations** - longer 15 - 20 minute observations guided by the 11 Focused Critical Attributes ("FCAs") from the Danielson Rubric. Scores and notes on the 11 FCAs are recorded by the coach. Feedback is given at the following coaching meeting, rooted in the 11 FCAs. Frequency: monthly ● **Learning Walks** - All coaches along with a content director tour 3 to 4 classes around the school to observe macroscopic trends and gather data rather than to observe individual practices. Feedback is not given, however observations inform the training and initiatives that follow the visits. Frequency: monthly. Teachers rotate, and are generally visited by a learning walk twice per year. ● **Instructional Rounds -** The principal team, visiting members of other Bright Star Schools principal teams, and members of the Bright Star School Support Team ("SST") visit multiple classrooms to observe macroscopic trends throughout the Bright Star network and gather data to inform org-wide professional development rather than to observe individual practices. Visiting principal team members are also invited to observe practices that they wish to bring back to their school site. Feedback is not given, however observations inform the training and initiatives that follow the visits Frequency: Annually Personalized and ongoing feedback has fostered teacher reflection and growth, which in turn has improved teaching effectiveness. As a result, students demonstrate increased engagement and motivation, benefit from clearer explanations and meaningful activities, and develop essential skills like critical thinking and problem-solving. Ultimately, this targeted professional development will ensure that teachers are well-equipped to support student learning and achievement, creating a thriving educational environment for all students.
Induction	VAHS, with the support of Bright Star, also enrolls all new teachers with a preliminary credential into their Induction Program, the Greater Los Angeles Schools Induction Consortium, which they participate in free of charge. This induction program, fully authorized by the CTC, matches teachers with preliminary credentials with high quality mentors who support them through 2 years of job-embedded professional development aligned to the California Standards for the Teaching Profession. In partnership with the New

	Teacher Center, mentors support new teachers through data guided and standards based inquiry cycles. Through this, we aim to graduate teachers from the program who are curious, persistent and reflective. This program also includes collaboration between mentors and school leaders to ensure differentiated and targeted support and development opportunities for new teachers.
Additional Development	In addition to all of the Professional Development offered to instructors as listed above, staff is encouraged and supported to find and attend professional development opportunities such as conferences. Instructors have attended conferences throughout the country on topics impacting their area of expertise, frequently bringing back their learning and leading Professional Development sessions to spread the practices and pedagogy to the whole school.
Leadership Training	For staff looking to develop beyond the classroom and into school leadership, Valor Academy High School and Bright Star Schools have further professional development for school leaders. Large, full school leadership team professional development is led by organizational leadership or an outside consultant for 3-5 days during the summer. This consists of administrators of almost 100 members with roles ranging from Principal, Office Managers, Deans, Assistant Principals, and Community School Managers. Bi-Weekly School Leadership Team ("SLT") meetings are held to develop and also to harness the talent of department lead teachers and grade level leads. A summer seminar is also held to develop the skills and fine tune the roles of each individual leader. For deans, assistant principals, and principals, training and school year preparation is held over 9 full day sessions during the summer. Each specific role also meets monthly with their counterparts from all other Bright Star Schools under the leadership of organizational leaders for a full day Community of Practice ("COP") professional development training. COP trainings address leadership and school development through the lenses of Instruction, Culture, and Leadership. These trainings not only provide leaders with research based practices and guided exploration of data, but also offer the opportunity for school leaders to collaborate with other leaders within the organization and build inter-school collaboration.

Valor Academy High School's Professional Development schedule is guided by Bright Star Schools' mission and vision. The scope and sequence is developed ahead of the school year based on quantitative and qualitative data from the prior year. Professional Development begins with a strategic focus on building a "strong start", providing the foundation for supporting rigorous and well-designed instructional delivery. Topics for these sessions vary depending on the needs of the teachers and will always be grounded in data, whether it is academic, discipline, attendance, or other data. As listed above, PD session foci are:

- Instruction

- Culture
- Preparation
- Data
- Information

Previous topics from the 2024-25 school year give a sample of how our Mission and Vision are actualized through Key Program of Ongoing Staff Development, thus driving the data found in the previous section. Previous professional development topics have included:

2024-2025 PROFESSIONAL DEVELOPMENT		
FOCUS	TOPIC	DETAILS
INSTRUCTION	Teach Like A Champion	Valor Academy High School sent instructional leaders to get trained and certified in Teach Like A Champion[107] strategies. Beginning the school year with strong tools for expectations was a revealed need from prior years' observation data. Accordingly, school and instructional leaders led trainings in 3 strategies during the first quarter: 1. What To Do Cycle 2. Radar & Be Seen Looking 3. Least Invasive Intervention
INSTRUCTION	Facing History & Ourselves	Valor Academy High School brought a consultant from the Facing History & Ourselves organization to lead a lesson about the East Los Angeles Walkouts of 1968 as a demonstration for how instructors can use curriculum lessons to promote rigor, standard alignment, differentiation for all students while emphasizing strong classroom cultures through relationship building.
INSTRUCTION	IE PLCs	To ensure that the Inclusive Education vision lives out in practice and that teachers feel successful in their ability to foster inclusive learning environments, VAHS provides support to staff through individualized and whole-school development opportunities. In the 2024-25 school year VAHS's inclusive education department facilitated five professional developments. The topics covered: • Get to know your Student Caseload: Reviewing systems and tools used to allow teachers to get to know students with IEPs, 504's and

[107] Lemov, Doug. Teach like a Champion 3.0: 63 Techniques That Put Students on the Path to College. Jossey-Bass, a Wiley Imprint, 2021.

		other multilingual accommodations ● Best Practices for Writing Present Level of Performance for General Education ● Co-Owning the Classroom: How to best utilize instructional assistants in your classroom to best maximize classroom supports ● Differentiation Idea: Elaborating on the most used accommodations and how to utilize AI to help create accommodations ● Co-Teaching 101: Our math department in conjunction with our ISTs is receiving more hands-on training from our Bright Star Support team to learn how to effectively co-teach and co-plan. The VAHS Professional Development Scope and Sequence is drafted over the summer and days and time slots are allotted to provide special education PD. As the school year progresses, the administrative team, instructional coaches, and teacher leaders gather further quantitative and qualitative data to assess the most relevant topics that would best benefit our stakeholders' needs.
INSTRUCTION	English Language Development	To ensure that all instructors and Assistants are confident in their role in progressing the English language acquisition of our Multilingual Learners, Valor Academy High School committed to leading 4 professional developments dedicated to universal teaching strategies to be applied in every classroom. The four topics were rooted in the 4 domains of the ELPAC assessment: Reading, Writing, Speaking, and Listening. The topics of the four presentations led by our ELD Instructor were: 1. Schoolwide Literacy: Writing & Speaking 2. Schoolwide Literacy: Supporting ELs In Writing 3. Schoolwide Literacy: Listening & Reading Strategies and Data Chats 4. ELPAC Data Review, Celebration, and Next Steps
INSTRUCTION	Knowledge Organizer & Retrieval Practice PD	Based on the work of researcher, Daniel Willingham[108], on memory retrieval. Building a structured knowledge organizer was presented by a successful practitioner and lead teacher at VAHS. This presentation included cognitive memory research findings. Check for Understanding ("CFU") strategies, and practice time for building a Knowledge Organizer that meets the criteria for best practices.
INSTRUCTION	Standard Unpacking	A focused presentation designed to break down how all common-core standards (especially focusing on ELA, Math, NGSS, and World Language) include a "What to Know", a "How to Demonstrate" and a "Rigorous

[108]Daniel T. Willingham, Why Don't Students Like School? A Cognitive Scientist Answers Questions about How the Mind Works and What It Means for the Classroom, 2nd ed., Jossey-Bass, 2021.

		Constraint" that define rigorous, grade level learning. Understanding the 3 parts of the standard is critical to writing a properly aligned learning objective (Danielson Domain 1), and therefore critical to student success.
INSTRUCTION	Turn and Talks	Sharing best practices for the often used "Turn-and-Talk" strategy. Learning Walk and Pulse Check observation data revealed the need for more effective turn-and talk implementation, and training was prepared to respond to the need. Practices include priming, prompting, in-cue, return-cue, and share out tools.
INSTRUCTION	Danielson Aligned Differentiate d PD	Pulse Check and Mini Observation data identified priority domains for each instructor, and separate professional development sessions were developed by school leadership and lead teachers focusing on strategies within Danielson domains 1, 2 and 3. Topics included Aligned Objectives, Lesson Planning, Classroom Management, Setting Expectations, and Developing "Thinking Classrooms".[109]
CULTURE	Restorative Practices	Throughout the year, multiple professional development lessons were focused on refreshing and developing VAHS's commitment to Restorative Practices. Strategies practiced ranged from Affective Statements, Restorative and Proactive Circle best practices, understanding Trauma Informed education and discipline, and Understanding Function of Behaviors. Restorative sessions also introduced the Bright Star Restorative Response Blueprint.
CULTURE	Speak Like A Lion	Teachers were given a series of Socio-Emotional Learning ("SEL") lessons entitled "Speak Like A Lion" to deliver in response to a rise in referral numbers around student language usage. During this session, staff was provided with materials to deliver, strategies to deliver the materials, practice engaging in challenging cultural conversations, and next steps for support should they encounter any difficulty. The result was a near total drop in referrals for language usage in the months that followed.
CULTURE	BSS PD: In-Person Culture PD	Led by Bright Star's Student and Family Services Team, this beginning of the year presentation discussed using routines, procedures & least invasive interventions to foster effective learning environments.
PREPARATION	WASC	Two sessions were held ahead of VAHS's 2024 WASC visiting committee's arrival. The first meeting was to review the final draft of Valor Academy High School"s report to WASC to ensure that all team members agreed with the findings of the written report, which all staff members as well as students and families had owned sections of and written together. The second session was

[109] Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning by Peter Liljedahl, 2020

		to ensure that all staff was logistically prepared and comfortable participating in the visit to come.
PREPARATION	i-Ready	Prior to each administration of the i-Ready assessment, staff gathered to prepare for the coming assessment. These meetings ensured that all staff was prepared with the equipment, account access, and training to successfully administer i-Ready testing sessions. Meetings further addressed how to best prepare the campus to be an environment of success. Staff broke into three affinity groups and owned one of three components for success: 1. Communication 2. Decoration 3. Celebration Each team created and executed plans to transform the campus and culture into one that would encourage the greatest success, resulting in a 3-year high for percentage of students meeting growth or proficiency.[110]
DATA	Data Analysis Protocol	Instructors use professional development time to engage with the Data Analysis Protocol ("DAP") which takes instructors through their most recent summative assessment and identifies knowledge strengths and challenges. Teachers are then challenged to dig deeper into wrong response data to determine where common roadblocks to standard acquisition may be and if they are rooted in content knowledge or technical skills. Meeting in departments, instructors and Assistants discuss vertically aligned findings and strategize next steps.
DATA	i-Ready	Following each administration of i-Ready, instructors break down student results and determine trends of strength and need. Trends are broken down school-wide, by grade-level, and then disaggregated for significant demographic subgroups. Students are grouped based on the resulting data and 1:1 conversations are scheduled with either their advisory instructor or their ELA/Math instructors to motivate them based on their specific outcome heading into the next assessment. Achievement is measured by meeting or exceeding both typical and stretch growth goals as well as by meeting grade level proficiency by the end of the year.
DATA	Panorama Data Analysis	Following the delivery of Panorama cultural surveys, the results are shared with the team. Strengths and needs are identified and plans for next steps are determined. Staff get the opportunity to connect with how students and families are experiencing VAHS, and school leaders get the opportunity to connect with how staff are experiencing VAHS.

[110] "California Charter Schools Academic Progress Indicator for Grades 9-12 Valor Academy High School 2024-2025." Curriculum Associates, 2025.

VAHS's commitment to ongoing staff development ensures that all students are placed with teachers whose toolboxes are filled with strategies and pedagogical knowledge to best serve and nurture the whole student. The positive data we achieve are a testament to the investment we place in our team.

Key Feature #4 and Its Success: Student & Family Services

Through our student and family services we have embraced a community approach to the way we support our students. The school site counselors support students on a daily basis with guidance counseling and academic needs and also help students understand their needs in high school to be able to meet their goals in higher education, career and life. Counselors as well as our restorative dean team work to meet the socioemotional needs of our students and to build healthy skills for them to be their strongest selves in the future. Counselors and instructors meet with parents and students that are in need of family support and/or academic guidance/ intervention. Finally, our Alumni Support Coordinator stays in communication with and in service of graduates of VAHS for six years after their graduation to ensure that they persist in their next steps and achieve the dreams that they built the foundations of during their time at Valor Academy.

STUDENT & FAMILY SERVICES INITIATIVES	
Program	**Description**
Counseling Department: Academics	Valor Academy High School's counselors provide comprehensive academic services to our students and to our families, making the path to graduation and beyond clear and attainable. Counselors begin the work of each coming school year during the closing months of the previous year by participating in the design of the course matrix, ensuring that class offerings match every student's A-G credit needs as well as their expressed interest in choice classes such as AP, elective, dual enrollment, and non-mandated classes. Working with each individual student in their allotted grade level, counselors begin by assigning students to classes by calculating their needs both for graduation credit as well as A-G required classes. Counselors closely monitor credit deficiencies and will proactively create plans to resolve; however, parents are also encouraged to contact Counselors should they have any concerns about possibility of or resolution for credit deficiency. When students show signs that tier 1 and even tier 2 interventions are not sufficient in bringing about academic success, it is the counselor who arranges the SSPT to meet with parents, teachers, and the student to develop a success plan and a series of interventions to ensure that the support that is needed is provided for every student in their care.

As students advance in their tenure with Valor Academy, counselors have a strong impact on college acceptance rate, as well as college persistence rate. The College Counselor meets with small student groups and individual families to inform them of the following:

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

Counselors work directly with students and families to help them select the college that is likely to be the best fit for them. After the initial general meeting that usually takes place during the summer before a student enters their junior year, one-on-one appointments are also set to make individual course maps. During these individual meetings, the counselor discusses with the student their scope and sequence of all requirements and grade equivalents needed to ensure graduation and college acceptances. If a student is not on-target with their graduation road map, the counselor also helps amend their scope and sequence to earn necessary credit redemptions and all other prerequisites.

As students continue to grow with VAHS, our counselors are deeply involved with each of their college selection processes. Counselors work with students to determine their college and career goals and to match them with the best program. Counselors provide holistic support to ensure students are prepared for the college transition financially, emotionally, and equipped with life skills needed to face potential challenges ahead.

Valor Academy High School's counselors play a vital role in the success of our students during and beyond their time with VAHS. Their academic responsibilities include:

1. Academic Counseling & Direct Academic Support
    - Course selection and scheduling
    - Teacher / classroom check-in and push-in academic and behavioral support
    - Ensuring students meet their Bright Star Schools Graduation and promotion
    - Requirements with quarterly academic check ins

2. Parent Liaison
    - Ensure parents understand the promotion and graduation requirements at Bright Star Schools
    - Offer resources and support for family challenges
    - Home visits may be conducted if needed to ensure home and school partnerships

3. College and Career Counseling

	● Assisting with the registration of standardized testing ● College identification ● Application process ● Scholarship application process ● Assisting with the financial aid process ● Participate and facilitate College Knowledge Academy at all grade levels 4. Other Duties may include (based on experience and skill set) ● Plan and lead College Experience Learning ("CEL") trips ● Leading SSPT meetings and process. ● Coordinate Parent Group activities ● Develop Parent Education curriculum ● Support with school sports games ● Coach sports teams (as needed) ● Help plan school events ● Research and share Summer program, internship and scholarship opportunities
Counseling Department: Socioemotional	Valor Academy High School's counselors provide services to our students and families well beyond the scope of academics and credit mapping. VAHS counselors also frequently serve as a trusted adult for socioemotional needs and structures. Counselors are trained to work with students to support their emotional needs and are also trained to call for and participate in emergency protocols when students express a potential to do harm to themselves or others. Counselors begin their relationships with students by completing intake forms to gather information about their student's school and home life, interests, and goals and aspirations and identify gaps where additional supports are needed, such as tutoring, enrichment classes, social services referrals, etc. Together, students and their Counselors set short and long term academic and personal goals and discuss progress towards these goals during regular check-ins. Counselors attend staff meetings to discuss their students with classroom instructors and work with local service providers to connect families with the social supports they need (domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, etc.). Counselors work collaboratively with each student's family to identify supporting agencies that provide services that assist families in overcoming the students' unique barriers to learning. This may include anything from arranging no-cost or low-cost counseling services for the student or family members, assisting families in applying for subsidized housing, establishing 504 plans, or other family aid services available to local residents. The socioemotional responsibilities of each counselor include, but are not limited to: 1. Student Mentorship & Counseling ● Behavioral guidance and support

	• Appropriate identification of students social and emotional needs • Provide resources and referrals as necessary • Communication with families regarding academic and behavioral concerns. 2. Student Health & Wellness • Developing 504 plans for qualifying students • Initializing student threat assessments • Connecting students with outside resources
Student Success & Progress Team ("SSPT")	As mentioned earlier in Key Feature #2, part of Valor Academy High School's commitment to provide a holistic and inclusive education that empowers ALL students to achieve academic excellence, the VAHS team works with all stakeholders to find individualized interventions when tier 1 and 2 interventions are not resulting in student success. Student Success & Progress Team ("SSPT") are assembled for any student that struggles in general and is identified during monthly grade-level meetings. At the monthly grade level meeting, teachers bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SSPT. The SSPT is facilitated by the student's counselor, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the Principal, the student's teachers, parent, and the student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student may be referred for an assessment process. If a disability is not present, the SSPT team reconvenes to determine additional supports and the process continues. Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SSPT meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SSPT plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling
Office Hours	All VAHS teachers commit to two, regularly scheduled Office Hours sessions per week outside of classroom hours. These periods are dedicated to working individually or in small groups to reteach a challenging concept, offer a retake of an assessment, or to assist with incomplete assignments that may be harming a student's grade. Office hours are posted throughout the school and are communicated to all students and parents. Office hours represent a tier 1 support that is available to all students attending Valor

	Academy High School. Staff and student participation in office hours has directly contributed to the improved test scores as well as high graduation rates and post-secondary successes.
Parent Ambassadors	The Parent Ambassador Program at Valor Academy High School is designed to establish a purposeful and consistent line of communication between families and the school, fostering a supportive network that keeps students' success at the center. This initiative empowers parents to serve as advocates and collaborators, offering a platform for parent voices to actively influence school systems, contribute to decision-making, and build a sense of pride and ownership in the school community. Parent Ambassadors serve as vital connectors, bridging relationships between other families, community members, and educational partners to strengthen school climate and engagement. They participate in the planning and implementation of school-wide events and initiatives, helping to create inclusive and culturally responsive experiences for all stakeholders. To honor their commitment and leadership, Parent Ambassadors receive meaningful incentives and are celebrated and publicly recognized at the end of each school year.
Alumni Support Coordinator	Valor Academy High School and Bright Star Schools are committed to supporting students and families beyond their time with us and to see them through their next phase of adulthood. For six years after graduating, students will be in regular contact with our Alumni Support Coordinator ("ASC"). This position is designed to offer guidance and assistance to ensure that students persist through college. Our Alumni Support Coordinator tracks college enrollment, persistence, and graduation through direct communication with each student (all of which is verified by National Clearing House data). The ASC aids students in finding loans, grants and scholarships, which has resulted in most of VAHS graduates attending college paying $0 out of pocket. The ASC helps ensure students who begin with 2-year community colleges that plan to transfer to 4 year universities remain on track and follow through with CALGETC requirements and have the aid they need to apply and ensure that their credits are transferred accurately. Finally, our ASC works with families as well as students to ensure that all family members are informed of the options that their students have for post-secondary education and career preparation and to help guide them to making the best decisions along with and behalf of their student.
Community Schools	To further support students and families, VAHS has embraced the Community School Model, which transforms the school into a hub for academics, health & wellness, and social services. As a community school, VAHS employs a dedicated Community Schools Manager who participates in all administration team meetings. VAHS's Community Schools initiative creates partnerships with local organizations to offer wraparound services that address barriers to learning. Barriers addressed by the community schools model include mental health support, chronic absenteeism interventions, and family engagement initiatives. Looking ahead, VAHS will continue to strengthen our community-based supports through several key efforts. We

	plan to expand behavioral health services and increase access to healthcare by deepening partnerships with local providers. In addition, VAHS has served our families and students through our commitment to creating more meaningful opportunities for family engagement and leadership development, ensuring that our families are active partners in the educational journey. Our community schools manager has facilitated partnerships to enhance enrichment offerings helping students to explore and grow their unique talents beyond the classroom. All of these initiatives are guided by data-driven strategies designed to close opportunity gaps and uplift student voice in schoolwide decision-making. Each strategy is overseen by Bright Star Schools's Community Schools Director, who ensures that all schools under the CMO umbrella are meeting the standard of service that BSS has committed to and provided resources for. By combining a strong academic foundation with a deep commitment to wellness and equity, VAHS continues to serve as a trusted and responsive educational partner in the North Hills Community.

As a result of the services we provide to students and families alike, Valor Academy High School parents have reported high levels of satisfaction with the school and the services therein and would strongly recommend our school and CMO to other parents, as seen in the survey results below:

The Spring 2025 Panorama Family Survey [111] results demonstrate strong family-school partnerships:

- 93% of families reported being satisfied with the education their child is receiving.
- 92% of families reported they are likely to recommend Bright Star Schools to a friend or neighbor.

Key Feature #5 and Its Success: Whole Student Approach

The final key feature that has driven our success in data and beyond is the Whole Student approach VAHS and Bright Star Schools has. Bright Star's vision, that "Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world" requires more than a strictly academic and content based focus. Student success comes from rigorous, well delivered curriculum coming from professionals who know, value, and respect each student as a human being and serves to address their intellectual, emotional, and physical needs simultaneously. When students and families know that their educational institution is built upon authentic relationships and committed to a whole student approach, they are primed to benefit Bright Star's Mission by achieving academic excellence and growing their unique talents so that they find joy and fulfillment in higher education, career, and life.

[111] Internal Data: "Winter 2024-2025 Family Survey: Bright Star Schools Family Survey." Panorama Education, 2025.

WHOLE STUDENT APPROACH INITIATIVES	
Program	**Description**
Restorative Practices	Bright Star addresses the needs of the whole student by committing to break the cycle of harm caused by punitive practices that exclude and "other" students for minor behavioral incidents. Rather, Valor Academy High School seeks to use these moments of challenge as a learning opportunity that brings the student closer to their learning community and works *with* them to repair harm rather than assigning punishment *to* them that often fails to address the actual damage done to the community. The resulting outcome is students learning how to problem solve in healthy and productive manner and developing an increased sense of self-worth. Becoming leaders who act with integrity and champion equity to enrich our communities and the world first requires establishing the mindset, skills, and values to recognize the value of one's-self and community. All staff have received training, with more extensive training given to counselors and deans, in leading restorative practices. Restorative practices range from very small adjustments, such as using affective speaking and questioning strategies, to more visible practices such as proactive and responsive circles, routinely implemented in their ongoing work with students. Staff are further trained on running restorative conferences with students, thus building stronger relationships by solving the majority of incidents with directly with the student rather than excluding and offloading them to a third party. These practices allow the students to learn from their mistakes by correcting them and repairing any harm they may have done to their community. With the training, guidance, and aid of the Dean of Restorative Practices, staff work with all parties involved to develop logical consequences that include, rather than exclude the student who has done harm and are designed to repair damage and better inform future decision making. Alternate or other means of correction ("OMC") commonly used include: Opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others. Logical consequences that relate to the misbehavior. Student and parent conferences are held with key stakeholders including administration, teachers, and counselors. Learning projects about the behavior or victims of the behavior Commitment to attend counseling to develop strategies for self-regulation Working between parties (student or adult) to better understand each other and to resolve problems in the healthiest way.
Life Experience	In order to prepare our students to become leaders who act with integrity and champion equity to enrich our communities and the world we must ensure our students have the opportunity to

Lessons ("LEL")	take their learning beyond the classroom and access the outside world. Since its inception, Bright Star Schools has provided LELs as a cornerstone of its school programming since 2002. Each year VAHS has 5-7 LELs offered to students including: ● 9th grade ● 10th grade ● 11th grade ● 12th grade ● Lead Camp ● Senior Summit ● International Trip Life Experience Lessons have been a hallmark of Bright Star's program since the original founding in 2002. We believe students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom. Each year, a majority of VAHS students participate in day trips, or Life Experience Lessons (LELs). These trips are mostly paid for by Bright Star Schools. Parents are asked for a small donation as a way to ensure commitment, but it is important to note that no eligible child is ever turned away for not contributing to the donation.
College Experience Lessons ("CEL")	Making college a reality for our students means breaking barriers of e experience. Before students begin enrolling, a college going culture must be grounded in going to colleges. Each year, VAHS students visit colleges in either northern or southern California (each year alternates between northern and southern California college visitations) During fall break, many students opt to visit even more universities as part of VAHS's "College Experience Lesson". CELs are life experiences in and of themselves, bringing students to numerous colleges throughout Northern and Southern California including: ● Northern California: ○ CSU Channel Islands ○ California Polytechnic ○ State University at San Luis Obispo ○ CSU Monterey Bay ○ UC Santa Cruz ○ Santa Clara University, ○ San Jose State, Sonoma State ○ CSU East Bay ○ San Francisco State University ○ Stanislaus State ○ CSU Fresno ● Southern California: ○ Azusa Pacific University

	○ Cal Poly Pomona ○ Cal State San Bernardino ○ UC Riverside ○ CSU Fullerton ○ UC Irvine ○ CSU San Marcos ○ UC San Diego ○ Cal State San Diego ○ Cal State San Diego ○ Cal State San Diego College Experience Lessons expose students to colleges and new environments, which prompt them to reflect and make connections between what they are experiencing and the goals they have for their lives. College visits also help students unpack the importance of meeting the A-G requirements.

The data outcomes of the previous section are the result of data analysis, meticulous planning and implementation of the five key features listed above: data informed Decision Making, Differentiated Learning, Ongoing Staff Development, Student & Family Services, and our Whole Student Approach.

1.2d: Areas of Challenge

This section will address:

- *Areas of challenge that the Charter School has experienced and how the Charter School has improved and/or will improve in such areas.*

The Valor Academy High School team has worked hard and stands proud of the growth we have achieved and the impact we have made for our students and families. Still, we have more work to do to continue meeting our mission. Analysis of the data generated in the past five years has revealed two areas in which we will dedicate our focus and effort into strengthening and improving:

1. **Mathematics Performance**

2. **Multilingual Learner Outcomes**

Area of Challenge #1: Mathematics Performance

Throughout the five years data was tracked, mathematics was the only measure in which VAHS did not surpass the State at any point, as seen in the table below.

California Assessment of Student Performance and Progress (CAASPP)
Math Overall Performance [112] [113] [114] [115]

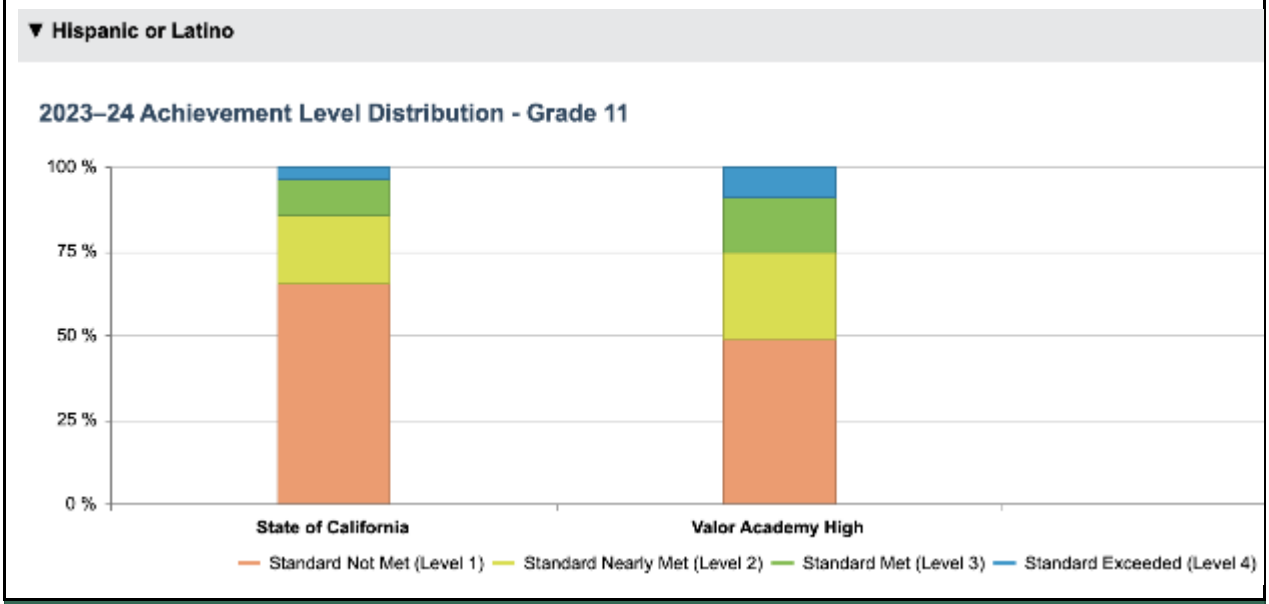
The tables below represent the mean scale score for High School (11th Grade) performance as listed on the CAASPP results website. "Distance from 3" represents the distance from the earned score and 2583 points, which is listed on the CAASPP website as the minimum score which would earn a Level 3 on the assessment.

Year	Subject	Grouping	VAHS 11th	State 11th	VAHS Distance From 3	State Distance From 3
2024	Math	Overall	2541.4	2547.8	-86.6	-80.2
2023	Math	Overall	2534.2	2545.4	-93.8	-82.6
2022	Math	Overall	2510.2	2544.5	-117.8	-83.5
2019	Math	Overall	2521.8	2563.9	-106.2	-64.1

Despite falling short of the overall State average for high schools, there are successes that can act as the foundation for our pursuit of surpassing the State. The programs and interventions that have been implemented already have shown significant year over year improvements for our students. Furthermore, when compared against the State average for Hispanic students who are socioeconomically disadvantaged, as 95% of VAHS's student body are, the gap is eliminated and VAHS does, in fact, surpass the State.

[112] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2023–24 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2024.
[113] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2022–23 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2023.
[114] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2021–22 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2022.
[115] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2018–19 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept of Education), 2019.

California Assessment of Student Performance and Progress (CAASPP)
Math Hispanic/Socioeconomically Disadvantaged Performance[116]



Year	Subject	Subgroup	VAHS MSS	State MSS	VAHS Distance From 3	State Distance From 3
2024	Math	SED Hispanic	2539.9	2500.3	-88.1	-127.7
2023	Math	SED Hispanic	2529.4	2496.3	-98.6	-131.7
2022	Math	SED Hispanic	2499.4	2494.8	-128.6	-133.2
2019	Math	SED Hispanic	2524.6	2516.8	-103.4	-111.2

Still, 75% of VAHS students are performing math below grade level proficiency when they reach the 11th grade. As educators, we will continue to ensure greater access to the opportunities afforded to those who are fluent in the language of mathematics. Building from the successes we have seen already and their continued effectiveness, Valor Academy High School will apply a combination of continuing and expansion of the initiatives and interventions that have led to our current success. Our interventions will fall under the same key program features that have brought us success in the prior charter term. See also more details below.

Data Informed Decision Making

[116]"English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments: Test Results Comparison." 2023–24 Compare Smarter Balanced ELA and Mathematics Test Results - CAASPP Reporting (CA Dept. of Education), 2024.

DATA DRIVEN INTERVENTIONS	
Intervention	**Description**
Increased Algebra I Sections	Data has revealed the need for reduced class sizes in Algebra I to allow students to gain more attention and guidance from the adults in the room. Reduced class sizes will be made possible by increasing the number of Algebra I sections that are offered. This adjustment will allow for increased impact of intervention strategies and resources and will also enable learning environments that promote deep thinking exercises and teaching strategies to find the most success.
Data Analysis Protocols	VAHS will use the DAPs protocol during department meetings to analyze formative data and identify key learning gaps that can be addressed vertically, beginning with Algebra I and Math Lab classes. The math team will collaborate to determine key standards that must be addressed and will collectively plan response intervention. Intervention will directly determine areas of reteach and review within the differentiated learning initiatives listed in the section below. These initiatives include: Math Lab, small group instruction, and the placement and co-teaching strategies of our instructional Assistants.
Formative Assessments	VAHS commits to continued and expanded use of standardized formative assessment such as the Focused Interim Assessment Blocks (FIABs) from the resources provided by California Assessment of Student Performance and Progress and i-Ready adaptive assessment, which are the formative assessments that are currently being used. In the coming years we plan to continue this practice as it has yielded positive results as an opportunity for standardized formative assessment. Our math department will use the data gathered to determine progress of standard attainment and also to determine potential student challenges in engaging with the prompts as written. The assessments provide valuable opportunities to ensure students are prepared for the depth of knowledge required by SBAC prompts. As with DAPs above, data findings will be responded to with focused intervention using the differentiated learning resources listed in the next table.
Math Bootcamp	Utilizing a combination of focus on power standards identified by CAASPP guidance as well as areas of need revealed throughout the year during Data Analysis Protocols, math bootcamp will continue into the next five years. The math teachers will, again, take over one 11th grade advisory class per week in the weeks leading up to SBAC to deliver lessons on the power standards and the learning gaps revealed by DAPs.

Differentiated Learning

DIFFERENTIATED LEARNING INTERVENTIONS	
Intervention	**Description**
Math Lab	The addition of the Math Lab class has proven successful and has delivered results and improvement. Specifically focused on Algebraic literacy, the class makes high school math accessible to more students, particularly multilingual learners who often do not have differentiated learning resources that focus on non-linguistic skill sets. Valor Academy High School will continue to ensure scheduling and resources are dedicated to Math Lab as an intervention, and that Math Lab instructors continue to be equipped with top rated curriculum for intervention coursework. A further, more detailed description of the Math Lab course can be found in section 1.9 of this charter petition.
Small Group Instruction	Valor Academy High School will continue to develop tier 2 and 3 academic interventions that give identified students the opportunity to work on targeted skills in a low student to educator environment. Small group interventions will be planned based on data gathered by the credentialed math instructor. Small Group Instruction initiatives will be assessed for impact and, upon reflection, will continue to be developed and improved. Currently, VAHS has implemented various math interventions during the school day including instructional assistant supported SGI targeting Algebra I, and Excellence Zone, which targets Geometry standards.
Instructional Assistants	Part of the VAHS education program is a commitment to providing Instructional Assistants to push into class and aid learning through various co-teaching models. IAs will continue to be a vital component of math intervention, being strategically placed based on data trends and identified needs. IAs will work closely with math instructors to ensure that they are prepared to facilitate rigorous student thinking that will resolve learning gaps and improve outcomes.
Collaboration with Instructional Support Teachers	Instructional Support Teachers will continue and expand their current collaboration with the math department. ISTs will be focused on ensuring that the unique needs of our students with disabilities are addressed within the math instructor's planning process and that all IEP accommodations are present and that progress on IEP math goals is being made. ISTs will also make sure that they are aware of the standards currently being taught in each math class to enable them to support, either through review or frontloading during push-in, pull-out and resource class service. The back and forth exchanges of information and strategy that occur within these collaborations will enable greater mathematics success for our most vulnerable population.

Ongoing Staff Development

ONGOING STAFF DEVELOPMENT INTERVENTIONS	
Intervention	**Description**
Continued implementation of Illustrative Math & Implementation	Excellent curriculum, by nature, requires more from educators than distributing materials and following a script. Excellent curriculum, such as Illustrative Mathematics, requires a pedagogical understanding of and commitment to teaching strategies that place the cognitive load on students and produce authentic rigorous thinking. Valor Academy High School and Bright Star Schools will continue to commit to equipping our staff with the understanding of how the provided math curriculum is intended to be used, how it deviates from traditional models, and how educators need to internalize each lesson in preparation for identifying and facilitating the productive struggle that leads to deeper conceptual understanding and application of the common core math standards.
Coaching	All math instructors receive 1:1 coaching and regular observation as described in section 1.2b above. Coaching observation and feedback are based on the four domains of The Danielson Framework. Coaches provide targeted support to help math teachers refine their performance and improve student's outcomes on math assessments. As part of our regular feedback cycle, progress is monitored through pulse checks and mini observations (as described above in 1.2b) and then reflected upon and adjusted during coaching meetings and feedback communications. Bright Star Schools' org-wide Director of Mathematics Instruction frequently joins learning walks as well as the annual Instructional Rounds to further pinpoint where coaching can teaching practices.

Student & Family Services

STUDENT & FAMILY SERVICES INTERVENTIONS	
Intervention	**Description**
Office Hours	Valor Academy High School students will be able to depend on access to their instructors for additional help throughout the charter term. Valor Academy High School further ensures that parents are informed of the existence of office hours through our communication tools and also by listing office hours as a resource when parents attend on campus events. Staff will be transparent about when and where their office hours will be held and will be consistent in being present during those hours. Staff members working with students in a differentiated capacity will be directed to remind students of this resource when students display the need for additional support or opportunity to recover from missing or low scoring assignments.

The response plan to Valor Academy High School's data is the continuance and expansion of programs that have, for the most part, already been implemented during the previous year.

Area of Challenge #2: Multilingual Learner Outcomes

The second area of focus that emerged when analyzing the data of the previous five years, is our Multilingual Learners. Many highlights stand out within the data. Most recently, Valor Academy High MLLs outperformed the State Average for MLLs in ELA, Graduation Rates and Science. The two final years of the current charter term have shown ELPI rates at their highest in all of the years tracked. An urgent story does emerge, however, given the 2024 California School Dashboard result for ELPI, which earned a performance band of red due to the decline in percentage of MLL students making progress that year.

In response to this data, Valor Academy High School dedicated extra resources toward our English Language Development department. The following structures were put into place to ensure that students and educators alike were equipped with the resources to make the greatest possible positive impact on Multilingual Learner learning outcomes.

Data Driven Decision Making

DATA DRIVEN INTERVENTIONS	
Intervention	**Description**
More ELD Sections	As a response to the English Learner Progress Indicator data on the 2023-24 California School Dashboard, Valor Academy High School's leadership ensured that there were increased sections of dedicated English Language Development classes to serve our MLL population. The number of sections were increased and will remain increased into the next charter term so that differentiated learning is provided to our students.
ELD Professional Learning Community	To ensure that data was being collected and responded to and that our ELD teacher was supported in their efforts, regularly scheduled meetings between the ELD Instructor, Assistant Principal, and Instructional Assistants were added to the ELD program. These meetings offered time for co-planning, brainstorming, data review, and mentorship. These meetings will continue moving into 2025-26. The upcoming school year will also introduce a new Bright Star Schools director of English Language Development. The director will also help contribute to and guide ELD initiatives at Valor Academy High and will periodically contribute to our PLC meetings.
ELPAC	As with other high stakes summative assessments, Valor Academy has found success

Bootcamp	preparing for tests using a testing bootcamp in the weeks prior to the exam. ELPAC Bootcamp consists of targeted practice of the California English Language Development Standards for speaking, listening, reading, and writing. Ahead of testing, all staff also increase intentionality around practicing ELD standards within the four domains within the general education setting.

Differentiated Learning

DIFFERENTIATED LEARNING INTERVENTIONS	
Intervention	**Description**
ELD Class & Curriculum	As mentioned in the previous section, beginning in the 2024-25 school year, VAHS increased the number of ELD sections taking place each day, and the expansion will continue into the next charter term to ensure the continued success of our language learners. The upcoming 2025-26 school year will also see the org-wide adoption of our new High School ELD curriculum, National Geographic Edge ELD. A further, more detailed description of the ELD course can be found in section 1.9 of this charter petition.
IAs & ELD Teacher Push In	As previously described, the ELD department includes a dedicated ELD instructor along with two instructional assistants. Each of these members of the ELD team will spend time analyzing data; pushing into core classes and supporting our multilingual learners within the classrooms. During push ins, IAs will push practice of ELD standards focused on the four domains of ELPAC. By ensuring ELD education, strategies and practices continue in the general education classrooms is key to the success that our MLLs have experienced and will continue to expand upon in the coming years.
Small Group Testing	At Valor Academy, small group testing is offered to MLLs during all high stakes testing sessions. The challenges of overcoming language barriers require fewer distractions and greater concentration, which are available in a smaller testing space with fewer people. Arrangements are made to ensure that our IAs are properly trained in how to support the needs of our MLLs while proctoring a testing without offering assistance that violates the rules of the exam.

Ongoing Staff Development

ONGOING STAFF DEVELOPMENT INTERVENTIONS	
Intervention	**Description**
4 PDs Yearly	As described in the previous section, one practice that has led to positive growth in the preceding years has been the work our ELD teacher does presenting professional development to our staff. Continuing forward our ELD instructor will present four times each year to ensure that our whole staff is equipped to serve the needs of our MLL students. Combined with pushing into classes and observing ELD strategy across the campus, a significant part of Valor Academy High's ELD instructor's role will be to ensure that all classrooms are ELD classrooms, and that all ELD students have access to the same quality of education that our EO, IFEP, RFEP and EO students benefit from.
ELD Content Director	An important development in the growth of our ELD department is the recent hiring of an ELD content director for the entire Bright Star network. The content director will ensure alignment across Bright Star Schools and will also help develop and lead some ELD PD. Our content director will be a support to all schools as our new curriculum is rolled out across the network and will be able to gather data on general education classroom practices by participating in Learning Walks along with the Principal Team.
Collaborative Learning	To ensure that speaking and listening are happening every day in every classroom, there will be support through professional development (whole school meetings as well as individual coaching) with establishing protocols in every room to make learning a collaborative activity between students. Collaborative learning promotes better understanding of the topic at hand, while also creating real world opportunities to speak and to listen in English. Ensuring that collaborative learning structures are in place in every classroom is a priority for Valor Academy High School.

The strategies mentioned above have mostly already been put into place beginning in the 2024-25 school year. The interventions that have been put in place are having an impact and will continue to do so as Valor Academy High School makes data informed decisions to improve upon the success already being achieved. Below are results of these initiatives and interventions.

Goals and Philosophy

1.4: School Vision and Mission Statements

The following mission and vision statements are true for all Bright Star Schools.

Bright Star Schools' mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

Bright Star Schools' vision is Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

Additionally, Bright Star Schools strive to provide students with a well-rounded education, including a rigorous academic program that prepares students for college, and life experiences that exposes students to a broad world beyond their current environments. **All of our programs are rooted in four core values**:

Integridad	**Ubuntu**	고향 **Kohyang**	**Growth**
means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.	means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.	means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.	means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

1.5: Define and describe briefly the characteristics of an "educated person" in the 21st Century

Valor Academy High School seeks to have graduates who will display the following values and attributes:

1. **Leadership** - Students inspire, equip, and push others into action and achievement.
2. **Excellence** - Students consistently improve one's self and product.
3. **Integrity** - Students are honest and have strong moral principles.
4. **Community** - Students cultivate a feeling of fellowship through shared resources, identity, and culture.
5. **Social Justice** - Students seek equity and peace through compassion and empathy for others.

By the time a student completes VAHS's program, they would have had the opportunity to display leadership by serving on the student council, taking on leadership opportunities in classes by being teacher assistants and group leaders, being sports team captains, being mentors and team leaders at our socio-emotional overnight trips and camps, and participating in Life Experience Lessons.

Excellence is encouraged and expected by providing students time in community circles, participation at LEAD camp, opportunities to participate in athletics, working on projects with specific rubrics, and opportunities throughout the year to show their academic progress through diagnostic and summative assessments.

Valor Academy encourages integrity through the use of restorative circles, through access to counselors to whom students can express their needs freely, and through expectations of honesty. VAHS would like to provide additional opportunities for students to learn and display integrity by emphasizing it more through activities that focus on school culture.

At Bright Star Schools we believe that an educated person is someone who is aware of social justice concerns facing humanity, someone who has integrity to do the right thing when no one is looking and someone who strives for academic excellence while remaining committed to growth. An educated person is more than their intellect but also has social emotional skills to succeed in higher education, career, and life. Some of these academic skills include:

- A mastery of the English language along with a mastery of at least one other language. A fundamental understanding and fluency in comprehension of mathematics, science, history, and the ability to read informational texts critically across the disciplines.
- The ability to construct a written argumentative response evaluating the texts and arguments across the curriculum.
- The ability to use technology to research and effectively communicate ideas.
- The ability to apply mathematical concepts and reasoning in order to analyze and solve real world problems
- An understanding of global interdependence and ability to clearly see the need for greater social justice in the world

An educated person in the 21st century also knows that being educated is so much more than just what one knows. This person understands the shared commitment to growing emotionally, physically, and mentally. An education that grows an individual in these areas is one that helps young people to understand the bigger picture and provides them with the knowledge and skill to achieve their goals and the problem solving skills

while collaborating amongst one another towards success. An educated person is aware of their identity in society; recognizing the ways they show up in the world and the way the world sees them. This person sees what they have to offer the world and is committing to acquiring the skills and knowledge to contribute to their community. An educated individual understands the need for community and the different roles each member plays within it–understanding that we are all responsible for one another and that our choices affect one another.

Valor Academy High School provides students with rich learning opportunities through meaningful cultural experiences integrated with rigorous, focused instruction on campus. VAHS fosters a shared responsibility among all community members to uphold the school's culture, ensuring that instruction remains consistently rigorous, inclusive, and equitable for all students.

At Bright Star Schools, we believe an educated person is self-motivated, competent, and a lifelong learner who possesses the academic and technological skills, as well as the intelligence and emotional character, to succeed in college, career, and ultimately in the world beyond. These beliefs are shaped by our experience serving students and informed by research on what young people need to thrive in the 21st century. The Collaborative for Academic, Social, and Emotional Learning (CASEL) emphasizes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as essential for growth. The Organisation for Economic Co-operation and Development's (OECD) *Future of Education and Skills 2030* project underscores the importance of equipping students with the competencies, values, and agency to shape a rapidly changing world. Together, these perspectives affirm our commitment to preparing students who are not only academically capable but also socially and emotionally prepared to flourish throughout their lives. Academically and technologically, these skills include:

- A mastery of the English language along with a mastery of at least one other language.
- As outlined in the CCSS ELA shifts, an individual should also have the ability to:
    - Read complex text and be able to write and speak grounded in evidence from the text (both literary and informational);
    - When engaging with a text, also demonstrate proficiency aligned to academic vocabulary and contextual implications impacting skillful comprehension.
- A fundamental understanding and fluency in comprehension of mathematics, science, history, and the arts.
- The ability to think both critically and creatively through basic knowledge about the world, deep knowledge about subjects of interest, and skills for effectively using technology and gathering information.

- Deep knowledge and experience engaging responsibly with current tools (email, web-based platforms such as Google Suite, Chat GPT, etc. along with various learning programs such as Khan Academy, i-Ready, etc.), The ability to creatively problem solve and innovate will prepare students for the rapidly evolving world of technology.
- The ability to work cooperatively; understand and respect cultural and socio-economical differences between all people.
- An understanding of global interdependence and ability to clearly see the need for greater social justice and connection in the world.

An educated individual in the 21st century must possess the ability to maintain both emotional and physical wellness. Quality education cultivates habits essential for emotional awareness, social resources, critical thinking, learning from experiences, asking for support when needed to the appropriate people, and adhering to social norms. Self-awareness entails recognizing strengths and limitations; defining life goals, and reflecting on interactions and initiating and sustaining reciprocal relationships.

Such a person actively engages in society and themselves, understanding the importance of constructive participation for societal and personal benefit. They have a broad knowledge base, economic skills, and can collaborate effectively to address complex challenges, acknowledging that solutions may not always be perfect.

Character is valued by an educated person who understands the interconnectedness of all beings and the impact of their actions on the world. They reflect on their beliefs and values before making significant decisions that affect themselves and others, and they strive to act in ways that benefit the greater good rather than only themselves.

Effective communication, both verbally and in writing, is crucial. Educated individuals base their thoughts and arguments on evidence, participating in intellectual discourse by integrating, challenging and ultimately synthesizing ideas. Proficiency in technology allows them to utilize available tools for learning, forming opinions, engaging with the world, and presenting themselves as responsible citizens.

An educated 21st century person understands the world, their role and potential impact on it, and is an active contributor to the fast evolving society for the advancement of all people.

Our instructional practices and program design are largely informed by the following pieces of research and publications:

- *Elmore, R. (2004). Instructional Core.*

- *Common Core State Standards Initiative. (n.d.). Common Core Companion.*
- *The New Teacher Project (TNTP). (2018). The Opportunity Myth.*
- *Dweck, C. (2006). Mindset: The New Psychology of Success.*
- *Marzano, R. J. (2003). What Works in Schools: Translating Research into Action.*
- *OECD's (2018) "Future of Education and Skills 2030"*
- *Collaborative for Academic, Social, and Emotional Learning (CASEL 2022). A Developmental Framework for the Integration of SEL and Career and Workforce Development*
- *Hammond, Z. (2015). Culturally Responsive Teaching and the Brain.*
- *DuFour et. al. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn.*

Learning is most effective when it engages students in meaningful ways that align with current learning theories and meet the diverse needs of our student population. Drawing from contemporary educational frameworks and research, we believe in a comprehensive approach to the instructional core, as outlined in resources such as the "Common Core Companion," "The Opportunity Myth," and Carol Dweck's "Mindset: The New Psychology of Success."

The instructional core, which focuses on the interaction between teachers, students, and content, emphasizes the importance of rigorous standards and differentiated learning experiences. The components of the Instructional Core help educators identify and address inequities in educational resources and support, aiming to provide all students, especially those from high-needs backgrounds, with equitable learning opportunities.

The principles advocated by Robert J. Marzano (2000) in "What Works in Schools and What Works in Classroom Instruction" underscore the significance of evidence-based practices that cater to individual learning styles and promote deeper understanding. Applying Marzano's tenets of data-driven instruction, strong school leadership, purposeful professional development, and collaborative culture help VAHS to hold a high bar of expectations for administrators, teachers, and students alike.

An educated person in the 21st century is not only knowledgeable but also adaptable, collaborative, and socially responsible. According to the OECD's *Future of Education and Skills 2030* (2018), education must prepare students with the knowledge, skills, attitudes, and values needed to thrive in complex, rapidly changing societies. Similarly, CASEL's SEL framework (2022) emphasizes self-awareness, responsible decision-making, and relationship skills as essential for lifelong success. Together, these perspectives highlight that an educated person integrates academic understanding with social-emotional competencies, equipping them to contribute meaningfully to their communities and navigate an evolving workforce.

Moreover, Zaretta Hammond's "Culturally Responsive Teaching and the Brain" informs our commitment to inclusivity and culturally relevant pedagogy. By acknowledging and valuing the diverse backgrounds and

experiences of our students, we create a supportive learning environment that fosters academic success and personal growth.

Recognizing the integral role of parents as partners in education, we emphasize collaborative efforts to support student learning both in and outside the classroom. Through ongoing communication and engagement, we strive to build strong home-school partnerships that enhance educational outcomes and student well-being [117](Henderson & Mapp, 2007).

In conclusion, our instructional approach is grounded in research-backed methodologies and theories that prioritize student-centered learning, cultural responsiveness, and collaboration with parents. By aligning these principles with the specific needs of our student population, we aim to cultivate a learning environment where every student can thrive academically and personally.

Below is a summary of critical benchmarks and measures of student success:

- The **short-term goal** is to provide a meaningful educational experience that supports students' engagement with rigorous, culturally relevant, and meaningful tasks. These tasks are designed to enhance their mastery of critical academic benchmarks, thereby aligning their progress with long-term student achievement.

- Our **intermediate goal** is to help students carry this sense of academic empowerment, engagement, and ownership throughout their school experience so that they can apply their knowledge, skills, and adaptability to be successful in any setting.

- **Long-term**, our goal is to instill in our students the belief that they have the opportunity to choose whether to attend college or pursue other career paths. Through this process, we aim to equip them with the necessary tools and skills to succeed in their chosen paths.

At VAHS in particular, our small school and class sizes ensure every child is known, supported, and valued as an individual. Research identifies school size as a key factor in student success, with studies indicating that medium- and small-sized schools often balance the benefits of personalized learning and access to resources (Marzano, Waters, & McNulty, 2005). Our intimate setting fosters strong relationships among students, staff, and families, and we actively promote parental involvement, honoring the rich cultural heritages of our

[117] Beyond the Bake Sale: The Essential Guide to Family/school Partnerships
by Anne T. Henderson, Karen L. Mapp, et al. | Feb 26, 2007. The New York Press. New York.

community to build a school culture rooted in partnership and respect.

Our educational model is both data-driven and aspirational. Guided by a standards-based approach and a whole-child perspective, we use continuous data cycles to inform instruction and foster collaboration. Specialized staff receive ongoing professional development to lead instruction, with a strong emphasis on literacy and 21st-century skills. Technology is embedded into teaching to enhance learning, build connections, and prepare students for success in a rapidly evolving world.

How the Charter School's Goals Will Enable Students to Become and Remain Self-Motivated, Competent, and Lifelong Learners

At Valor Academy High School, our ultimate mission is to empower students to become self-motivated, competent, and lifelong learners who are prepared not only for academic success, but also to positively influence the complexities of the world around them. Rooted in the core values of Bright Star Schools, our educational approach integrates *Integridad, Ubuntu, Kohyang,* and *Growth*, guiding students to develop into ethical leaders who contribute meaningfully to their communities.

Integridad, or integrity, is at the heart of everything we do. We encourage students to be the best versions of themselves, to speak their truths, and to advocate for those whose voices are often marginalized. Through our curriculum and community engagement, students learn the importance of ethical behavior, honesty, and standing up for social justice.

Ubuntu, the belief in shared humanity and kindness, is woven into our school community. We foster an environment where students support one another, value diversity, and collaborate to achieve common goals. This spirit of Ubuntu encourages empathy, resilience, and a strong sense of belonging among our students.

Kohyang, meaning hometown, underscores the significance of building connections and fostering community ties. We celebrate the diverse cultural backgrounds of our students and encourage them to embrace their identities while respecting and learning from others. By honoring our students' roots and experiences, we create a nurturing environment where everyone feels valued.

Our curriculum, grounded in the California Common Core State Standards, emphasizes collaboration and prepares students to engage constructively in discussions about rigorous, relevant, and meaningful tasks. Real-world experiences through field trips (Life Experience Lessons) continue to be a hallmark of our

programming, giving students the opportunity to have new experiences and become inspired to become change-makers in the community.

At VAHS, we are committed to fostering a culture of respect, empathy, and inclusion. Through our focus on Restorative Practices, morning advisory, and other culture events, students develop a strong sense of self-worth, respect for their community, and advocacy skills. We empower students to speak up about equity and social justice issues, equipping them with the confidence to articulate their perspectives and advocate for meaningful change.

Furthermore, we prioritize intervention and support through a tiered intervention program. Teachers and counselors collaborate closely to identify and address academic and social-emotional needs, ensuring that all students have the resources they need to thrive academically and personally.

Ultimately, our goal is to prepare students not only for academic success but also to become responsible, engaged citizens who contribute positively to society. By fostering a love for learning, empowering students to explore their identities, and equipping them with the skills to advocate for equity, VAHS ensures that every graduate is prepared to succeed in college, careers, and life.

At VAHS, we support all students through the following programs:

- Rigorous course schedule ensures ample time for teaching the full scope of the CCSS, NGSS, History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) and other skills. In addition to all courses being A-G approved, VAHS offers a wide variety of College Board AP courses and Dual-Enrollment courses from Mission Community College, giving students the opportunity to graduate high school with college credits.

- Direct programming to support English language proficiency, while also honoring their home language by offering Spanish as a world language elective.

- Restorative Practices, where students are equipped to address conflict and challenges by focusing on the harm that impacts self, others, and the community. This is done through reflection spaces, restorative circles, and restorative panels.

- Community schools model to provide students and families with local resources and partnerships that meet academic and non-academic needs

- Life Experience Lessons, or field trips, to broaden students' horizons outside of the perimeters of the school site.

- Partnerships with groups and community organizations that offer career/post-secondary opportunities with a focus on developing personal and professional life goals.

Additionally, we offer a robust intervention program to our English Learners, as outlined in our EL Master Plan. We utilize our school counselors and assistant principals to develop truly effective adherence to a tiered intervention program. As part of the tiered intervention program, VAHS implements a data analysis protocol with teachers and administrators, operating in grade-level teams to evaluate students on a weekly basis.

Any student who appears to be struggling in one or more classes in any field (social- emotional or academic), will be identified to ensure all needs are met. This happens through a combination of differentiated instruction, small group intervention, regular counseling, behavior plans, and/or check-ins with trusted adults. This "SSPT" system is conducted in five-week cycles in collaboration with the student's family, when available.

Teachers work with their coaches in frequent meetings to review data, conduct observation-debrief cycles, and/or identify students who are struggling. Quarterly meetings with the principal are held with teachers to review overall growth and intervention support for students in need. The purpose of implementing this early-warning systems program is to also ensure that VAHS is using restorative practices and effective instructional strategies to help and support students with their academic and social-emotional development.

Lastly, as a high school, VAHS believes in providing as many opportunities for student leadership. One of those ways is in line with our focus on Restorative Practices and student-led Restorative Panels. Restorative student panels are utilized to help students take responsibility for their actions and repair harm in a supportive manner. These panels are made up of trained student leaders who talk with other students involved in a conflict or problem. Instead of focusing on punishment, the panel helps everyone involved reflect on what happened, understand how others were affected, and find ways to make things right. This process helps students grow, learn from their mistakes, and feel more connected to their school. By giving students a voice and a role in solving problems, the school builds a stronger, more caring community based on our values of leadership, social justice, integrity, community and excellence.

1.6: LCFF State Priorities

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #1

All students demonstrate increased academic growth as measured by state test scores, improved English proficiency, AP exam scores, and meeting A-G requirements.

Related State Priorities:

☐ 1	x 4	☐ 7
☐ 2	☐ 5	x 8
☐ 3	☐ 6	

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

1. General Education Teachers - Employment of general education teachers at the school
2. Special Education Services and Personnel - Services to support Inclusive Education students, including but not limited to: School Psychologists, Inclusive Education Teachers and direct special education services
3. Curriculum- Curriculum used to support academic achievement
4. English Learner Curriculum and Personnel- English Learner personnel and curriculum used to support English Learners. Provide targeted intervention and instructional support for LTELs through progress monitoring and differentiated instruction to accelerate progress monitoring and differentiated instruction to accelerate language acquisition and academic success.
5. Instructional Materials - Instructional materials, including but not limited to: books, novels, manipulatives, musical instruments, library supplies, and general student supplies
6. Intervention for High Needs Students- School administrator who coordinates intervention programming, focusing specifically on Inclusive Education students and English Learners
7. Software - Academic Achievement- Software used to support academic achievement
8. Supplemental Instructional Support- Personnel and non-personnel items, including but not limited to: professional development, administrators, teaching assistants, grade level chairs, content leads and mentors. These personnel and services support teachers in providing targeted instruction for students with unique needs such as foster youth, low-income students, and English learners.
9. Alumni and College Success Personnel- Alumni coordinator who supports students in post graduate planning, especially important for our Low Income and English Learners, many of whom are first generation college students.
10. Instructional Materials and Test Fees - AP textbooks, ACT/SAT exam prep materials, AP, SAT, PSAT, and ACT exam fees, and Early College program fees.

Expected Annual Measurable Outcomes

Outcome #1: The % of students in the four-year graduation rate cohort who scored 3 or higher on at least two Advanced Placement exams will increase every year or maintain a % higher than 30%.

Metric/Method for Measuring:% of students in the four-year graduation rate cohort who scored 3 or higher on at least two Advanced Placement exams as measured by the College Board reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	14%	16%	18%	20%	22%	24%
English Learner Students	*[118]	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	14%	16%	18%	20%	22%	24%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	`14%	16%	18%	20%	22%	24%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: The % of graduating seniors who have 150 A-G credits (excluding seniors with a legal exemption) will increase every year or maintain a % higher than 98%

Metric/Method for Measuring: % of graduating seniors who have 150 A-G credits excluding seniors with a legal exemption (ex. A-G exemption on basis of IEP) as tracked by student transcripts

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	96.2%	94%	96%	98%	98%	98%
English Learner Students	88%	89%	90%	91%	92%	93%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	99.1%	98%	98%	98%	98%	98%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	83%	84%	85%	87%	89%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

[118] An asterisk (*) denotes a student group is not numerically significant.

Filipino Students	*	*	*	*	*	*
Latino Students	92.6%	94%	96%	98%	98%	98%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: The DFS for the CAASPP ELA will shift 4 points every year

Metric/Method for Measuring: ELA CAASPP / DFS of students on CAASPP ELA

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	22	26	30	34	38	42
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	21	25	28	32	34	38
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	22	26	30	34	38	42
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: The DFS for the CAASPP Math will shift 4 points every year

Metric/Method for Measuring: Math CAASPP / DFS of students on CAASPP Math

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-83	-79	-75	-71	-67	-63
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	-84	-79	-75	-71	-67	-63
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-83	-80	-77	-73	-69	-65
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Students will make progress towards EL proficiency every year by 5 %

Metric/Method for Measuring: EL Progress / % of English Learners who make progress towards English Language proficiency as measured by California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)						
English Learner Students	40%	45%	50%	55%	60%	65%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #6: The percentage of students who will be redesignated from EL to FEP Status will increase every year or maintain a % higher than 30%

Metric/Method for Measuring: EL Reclassification: % of Students Redesignated from EL to FEP Status as measured by internal data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

All Students (Schoolwide)						
English Learner Students	16%	18%	20%	22%	24%	26%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #2

The Charter School promotes a school culture which is positive, engaging, calm and supportive for both student social and emotional development, and actively engages and involves families in their students' learning.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 x 5 ☐ 8
x 3 x 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. Enrichment Programming - Unique experiences provided to the school community including: wellness classes for staff and families, Life Experience Lessons (overnight field trips), and afterschool programming, supplementing the core educational program with additional life and cultural experiences that some of our student may not otherwise be able to access, particularly socioeconomically disadvantaged students, foster youth, homeless youth, and English learners
2. Student and Family Services Personnel - School counseling program, restorative justice staff, office support staff , ensuring students have access to adults who can help them navigate academic and social challenges. Foster youth, low income students and English learners specifically benefit from these additional support structures to navigate the school environment, ensuring they have the resources necessary to excel.

3. Software - School Culture - Software related to school climate, attendance, student behavior, and social emotional learning including but not limited to survey tools.
4. Student Activities - Student activity expenses, including but not limited to celebrations, events, and school programs.
5. Family Engagement Coordinator - Family Engagement Coordinator to support with parent communication, events, advocacy, translation for non-English speaking families, increase family familiarity with key issues related to education, and encourage families to be advocates for their students, particularly for Foster Youth, Homeless Youth, and English Language Learners.
6. Software - Family Engagement - Software related to family engagement and communication, including but not limited ParentSquare
7. Supplies and Materials - Family Engagement - Supplies and materials associated with increasing family engagement, and producing family engagement events
8. Athletics - Expenses related to athletic programming including but not limited to student transportation, supplies, CIF fees (is applicable), and physical education.

Expected Annual Measurable Outcomes

Outcome #1: No more than 0% of students will experience an incident of expulsion
Metric/Method for Measuring: Expulsion rate as measured by Dataquest

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	.004%	0%	0%	0%	0%	0%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	.004%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: No more than 2.5% of students will experience an incident of suspension
Metric/Method for Measuring: Suspension rate as measured on the California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	2.3%	2.3%	>2.5%	>2.5%	>2.5%	>2.5%
English Learner Students	3.4%	3.1%	2.8%	2.5%	2.5%	2.5%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	5.6%	4.3%	3%	2.5%	2.5%	2.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2.4%	2.4%	2.5%	2.5%	2.5%	2.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: The percentage of students who are chronically absent will decrease from the previous year by no less than 1%

Metric/Method for Measuring: Chronic absenteeism rate as measured by the California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	19.7%	18.7%	18%	17%	16%	15%
English Learner Students	27.1%	24%	21%	20%	19%	18%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	19.3%	18.3%	18%	17%	16%	15%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	27.4%	26%	25%	24%	23%	24%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	20%	19%	18%	17%	16%	15%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: The percentage of students who feel safe at school will increase from the previous year by at least 2%

Metric/Method for Measuring: Student Rating: % of students who feel safe at school as measured by annual student climate survey, such as Panorama Student Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	57%	61%	62%	64%	66%	68%
English Learner Students	56%	60%	62%	64%	66%	68%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	56%	60%	62%	64%	66%	68%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	44%	48%	50%	52%	54%	56%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	57%	61%	63%	65%	67%	69%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: The percentage of students who feel like they belong at school will increase from the previous year by no less than 3%

Metric/Method for Measuring: Student Rating: % of students who feel like they belong at school as measured by annual student climate survey, such as Panorama Student Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	41%	47%	52%	55%	58%	61%
English Learner Students	35%	40%	47%	50%	53%	56%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	42%	45%	49%	52%	55%	58%
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	45%	47%	49%	52%	55%	58%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	41%	47%	52%	55%	58%	61%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: School will maintain a 95% Average Daily Attendance (ADA) rate

Metric/Method for Measuring: Average Daily Attendance Rate as measured by internal Student Information Systems data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	93.8%	95%	95%	95%	95%	95%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #7: The percentage of parents who positively rate the school will increase from the previous year by no less than 1% or maintain a % higher than 95%

Metric/Method for Measuring: Parent Rating: % of parents who rate the school positively as measured by annual parent climate survey, such as Panorama Education survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

All Students (Schoolwide)	92%	93%	94%	95%	96%	97%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #8: The percentage of parents who return surveys will increase from the previous year by no less than 1%

Metric/Method for Measuring: Parent Survey: % of parents who return surveys addressing family efficacy, school fit, school climate, and school safety as measured by annual parent climate survey, such as Panorama Education survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	67%	70%	75%	76%	77%	78%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						

Outcome #9: The percentage of parents who attend back to school night will increase from the previous year by no less than 3%

Metric/Method for Measuring: Back to school night: % of parent attendance at Back to School Night as measured by internal attendance tracking

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	21%	25%	30%	33%	36%	39%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #10: The attendance participation of parents at one parent education seminar will increase from the previous year by no less than 2%

Metric/Method for Measuring: One Parent Education: % of parent attendance at one Parent Education Seminar as measured by internal attendance tracking

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	51%	55%	60%	62%	641%	66%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						

African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #11: The attendance participation of parents at parent teacher conferences will increase from the previous year by no less than 1%

Metric/Method for Measuring: Conferences: % of parent attendance at parent teacher conferences as measured by internal attendance tracking

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	36%	40%	45%	46%	47%	48%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #12: The attendance participation of parents at two school events will increase from the previous year by less than 1%

Metric/Method for Measuring: School Event Attendance as measured by internal attendance tracking

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	52%	56%	60%	61%	62%	63%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #13: The percentage of families who have one yearly counselor meeting be at or above 70%

Metric/Method for Measuring: Counselor meeting: % of families who have one yearly counselor meeting as tracked internally by the counselors

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	79%	70%	70%	71%	72%	73%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #14: The percentage of parents of Unduplicated Pupils ("UDPs") who attended two school events will increase each year or be maintained at or above 50%

Metric/Method for Measuring: UDPs School Events Attendance: % of parents of UDPs who attended two school events as reported annually in the LCAP

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	35%	40%	45%	50%	50%	50%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #3

School facilities are in good repair, instructional staff are properly credentialed, and students are receiving standards aligned instruction.

Related State Priorities:

x 1	☐ 4	x 7
x 2	☐ 5	☐ 8
☐ 3	☐ 6	

	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

1. Operational Materials - Operational materials including, but not limited to office supplies, custodial supplies, mileage reimbursements, school hiring costs, non-IT contract labor, legal and audit expenses, and postage
2. Operational Personnel and Services - Personnel and professional services to ensure that the school facilities remains a safe and effective learning environment
3. Software - Operations - Software to ensure basic operational functionality including but not limited to Microsoft Office and cloud services
4. Operational Services - Operational services including, but not limited to contract labor, general liability insurance, facilities consulting, legal and audit fees, payroll processing, compliance monitoring (including credentials) district oversight fees and management fees

Expected Annual Measurable Outcomes

Outcome #1: 100% of students will have standard-aligned materials at home and in school as appropriate a given lesson

Metric/Method for Measuring: Standard Aligned Materials: % of students who have access to standards aligned materials at home and in school as appropriate for a given lesson as measured by administrative classroom observations

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						

Outcome #2: 100% of school's instructional materials will be aligned to State Standards

Metric/Method for Measuring: State Standard Alignment: % of school's instructional materials that are aligned to State Standards as measured by administrative classroom observations

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: There will be no cases of misassignments because all teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

Metric/Method for Measuring: Number of teachers who are NOT appropriately credentialed for their certificated assignment as measured by Teaching Assignment Monitoring Outcomes in DataQuest.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	6.5	0	0	0	0	0
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: 100% of all areas will rate as "good" or "excellent" on the SARC

Metric/Method for Measuring: SARC Rating: % school facility good repair status rated as good or excellent on the SARC

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #5: The Broad Course of Study Standard will be "Met" for all students to have access to a broad course of study.

Metric/Method for Measuring: Broad Course of Study Standard met/not met for students to have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs on the CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Met	Met	Met	Met	Met	Met

English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #6: 100% of English Learners who participate in CCSS and ELD standard aligned instruction will have access to standards aligned instruction

Metric/Method for Measuring: Access to Standards Aligned Instruction: % of English Learners who participate in CCSS and ELD standard aligned instruction as measured by classroom observations

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)						
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

1.7: The Innovative Components and Key Features of the Educational Program

All Bright Star schools embed the following five innovative curricular components into its educational program.

1. Personalized Learning:

- **Differentiated Instruction:** Our program emphasizes personalized learning through differentiated instruction strategies. Teachers tailor their approaches to meet the unique needs of each student, ensuring that all learners have opportunities to succeed.

- **Universal Design for Learning ("UDL"):** We integrate UDL principles into our curriculum design to provide multiple means of representation, engagement, and expression. This ensures that all students, including those with diverse learning needs, can access and participate in learning activities effectively.

- **Small Group Instruction:** Our program is committed to being data informed and data responsive through an innovative, student-centered approach to personalized learning within a multi-tiered system of support ("MTSS"). Teachers use real-time data to form flexible groups that address specific skill gaps through differentiated instruction, while keeping students engaged in rigorous, grade-level content. This structure allows for just-in-time scaffolding and reinforcement of key concepts. Whether embedded in daily Tier 1 instruction or delivered during targeted Tier 2 and Tier 3 intervention blocks, small-group instruction ensures that academic support is timely, precise, and aligned with each student's individual learning needs.

2. Teacher Development:

- **Danielson Framework-Aligned Coaching:** Our coaching initiative is aligned with the Charlotte Danielson: The Framework for Teaching (2022), focusing on enhancing instructional practices and empowering teachers as leaders. Coaches work collaboratively with educators to set goals, provide targeted support, and facilitate reflective practices that improve teaching effectiveness.

- **Professional Learning Communities ("PLC"):** Teachers participate in ongoing professional development through PLCs, where they engage in collaborative planning, share best practices, and analyze student data to inform instructional decisions. This collective approach fosters a culture of continuous improvement and innovation in teaching.

- **Educational Conferences:** When opportunities align, teachers also participate in conferences where they learn from experts in the field, share best practices, and network with other content-like professionals. A few examples of conferences that our teachers have attended are the California Math Conference - South, the California Association of Teachers of English ("CATE"), and UCLAs With Different Eyes Conference, a conference for teachers of multilingual, multicultural, students across disciplines.

3. Social-Emotional Learning Integration:

- **Comprehensive SEL Curriculum:** Our program integrates a comprehensive SEL curriculum that promotes the development of essential skills such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. SEL competencies are embedded into daily routines and instructional practices to support student well-being and academic success.

- **SEL Supports and Interventions:** We provide targeted SEL supports and interventions to meet the social and emotional needs of all students. This includes counseling services, peer mediation programs, and proactive strategies to create a positive school climate where every student feels safe, valued, and supported.

- Please refer to 1.2b, **success of the key features of the educational program**-- to see data around specific programs at this VAHS.

4. Culturally Relevant Pedagogy:

- **Inclusive Curriculum:** Our curriculum reflects and honors the cultural backgrounds, experiences, and identities of our diverse student population. Teachers incorporate culturally relevant content, literature, and perspectives into lessons to enhance student engagement, relevance, and academic achievement.

- **Equity and Diversity Initiatives:** We actively promote equity and diversity through professional development, community partnerships, and inclusive practices that empower students to see themselves reflected positively in their educational experiences.

5. College Success Preparation:

- **Early College Readiness:** Starting from elementary school, within the Bright Start network, our program emphasizes academic rigor and college readiness. Students engage in activities and coursework that build essential skills and knowledge necessary for success in higher education.

- **College and Career Exploration:** We provide comprehensive resources and support for students to explore various college and career pathways. This includes college visits, career fairs, guest speakers, and mentorship opportunities that broaden students' perspectives and aspirations.

- **Alumni Support & College Success:** At Bright Star Schools, our organization provides support starting in elementary at TK by building a strong socioemotional and academic foundation. Once students graduate from high school, Bright Star Schools provides case management support to our alumni to ensure they thrive in higher education, graduate, and are prepared to succeed in their careers and communities. The organization-wide goal is for 100% of our alumni to have a defined educational pathway, and for 55% of our alumni to graduate with a post-secondary degree (bachelor, associate, or career technical education degree, or workforce development program from an accredited college or program) within 6 years.

By implementing these innovative components into our educational program, we ensure that students receive a well-rounded education that prepares them not only academically but also socially, emotionally, and culturally for future success. These initiatives foster a supportive and inclusive learning environment where every student can thrive and achieve their full potential in a rapidly evolving world.

As cited in section 1.5, at VAHS, our educational program is grounded in extensive research and aligned with Richard DuFour's professional learning community (PLC) framework, which emphasizes collaboration, high expectations, and continuous support for student achievement. According to DuFour, this mindset asserts that all students can achieve at high levels when provided with appropriate time and resources. We firmly believe in establishing clear standards that every student is expected to meet, supported by diagnostic assessments aligned with State Standards. Our approach is informed by successful practices observed across various institutions. To ensure equity and maintain high expectations for all students, VAHS follows the Instructional Core framework proposed by Richard Elmore, emphasizing the interaction between teachers, students, and content. We integrate culturally responsive teaching practices advocated by Zaretta Hammond to provide equitable opportunities for every student.

Achieving high academic standards at VAHS involves a multifaceted approach integrating rigorous curriculum, differentiated instruction, enrichment activities, community involvement, and parental partnership. Our curriculum is both challenging and culturally relevant, designed to engage students in critical thinking and

complex tasks that expand their intellectual capabilities. We emphasize accessibility for all learners while maintaining high standards for academic progress and achievement. These high standards extend to our diverse learner populations, including students with disabilities, who receive high-quality individualized instruction from highly qualified Inclusive (special) education staff in settings that are most appropriate for their learning needs.

Differentiated instruction is crucial for catering to diverse learning needs, using varied strategies and assessments to maximize academic growth. Our commitment to maintaining small class sizes and personalized learning environments ensures individualized attention and close monitoring of student progress. Subject-specific departmentalization and additional instructional staff members further enhance this individualized approach, allowing teachers to promptly address misconceptions and prevent further misunderstandings. Enrichment activities, such as clubs, projects, and research initiatives, foster creativity and teamwork, while technology integration supports interactive learning and digital literacy. This comprehensive approach, coupled with our low student-to-teacher ratio, ensures that our instructional staff effectively meets the diverse needs of our students and prepares them for future success.

Continuous professional development for teachers ensures they are equipped with best practices and innovative strategies to meet diverse student needs. Strong parental and community involvement enriches the educational experience, reinforcing the importance of education in our broader community and supporting student success both at home and in school.

Data-driven decision making guides our instructional practices, providing insights into student progress and informing targeted interventions for continuous improvement. Furthermore, our emphasis on SEL promotes emotional well-being and interpersonal skills essential for academic and personal growth.

In conclusion, VAHS is committed to preparing students for lifelong success by providing a rigorous educational experience that fosters academic excellence, critical skills development, and personal fulfillment. Through our comprehensive approach and strong partnerships, we empower students to excel academically, contribute positively to society, and thrive in an ever-changing world.

1.8: Curriculum and Instruction

Our educational program at VAHS is meticulously designed to deliver rigorous and engaging Tier 1 instruction across all subjects, prioritizing high-quality learning experiences that cultivate critical thinking, problem-solving, and mastery of academic standards. Central to our approach is a robust curriculum framework aligned with

State Standards and enriched by evidence-based practices, ensuring that every student benefits from a culturally relevant and research-driven educational experience.

The success of the following features is outlined throughout Element 1.2 of this document. For further context on the ideology, see below:

- **Rigorous and Engaging Tier 1 Instruction:** Our educational program emphasizes rigorous and engaging Tier 1 instruction across all subjects, ensuring that students receive high-quality learning experiences that foster critical thinking, problem-solving, and mastery of academic standards.
- **High-Quality Curriculum & Resources (Culturally Relevant) + Understanding by Design:**
    a. **Curriculum Alignment:** We adopt curricula fully aligned with the following California standards, informed by rigorous research using EdReports evaluations, and stakeholder input, primarily from classroom teachers:
        - Common Core State Standards (ELA & Math)
        - Next Generation Science Standards (NGSS)
        - California History–Social Science (HSS) Standards
        - California Arts Standards
        - California Physical Education Standards
        - California World Languages Standards
        - California Computer Science / Technology Standards

    b. This process ensures that our curriculum meets rigorous academic criteria and reflects diverse cultural perspectives.

    c. **UBD Backwards Mapping:** Teachers employ a modified Understanding by Design (UBD) approach, beginning with summative assessments that demonstrate real-world applications of key learnings. This backward design method guides the creation of meaningful learning experiences tailored to mastery of standards.
- **Integration of Reading, Writing, Speaking, and Listening:** There is a rigorous focus on integrating literacy skills (reading, writing, speaking, and listening) across all disciplines, supported by research that underscores the critical role of these skills in academic success and effective communication.
- **Credentialed Teachers and Collaboration:**

a. Our program is staffed by credentialed teachers who participate in ongoing collaboration. This collaborative approach is grounded in Constructivist Learning Theory, promoting active learning, inquiry-based methods, and collaborative experiences to deepen student understanding.

b. Opportunities for collaboration are embedded in our instructional design, fostering a culture of professional learning communities and shared best practices among educators.

- **Evidence-Based Practices:** We continuously evaluate and adopt evidence-based instructional practices supported by educational research. These practices are guided by research on Cognitive Load Theory, optimizing learning through manageable information presentation, scaffolding techniques, and effective learning strategies.

Educational Theories and Research Integration: Our curricular and instructional design is underpinned by several key educational theories and research findings:

- **Constructivist learning theory** posits that learners actively construct knowledge through experiences and interactions, emphasizing problem-solving and critical thinking (Cherry, 2023). This theory informs our approach to promoting active learning and inquiry-based methods. Integrated within our curriculum. Bridges in Mathematics exemplifies this approach by employing an inquiry- and problem-based instructional model. For instance, the Number Corner program offers daily activities that engage students in pattern recognition, concept development, and conjecture, fostering mathematical reasoning and a deeper understanding of mathematical concepts (The Math Learning Center, 2025).

- **Understanding by Design** guides our curriculum development and the development of our instructional engagement strategies, ensuring that learning experiences are meaningful and aligned with academic standards. (The Shift to Student Led: Reimagining Classroom Workflows with UDL and Blended Learning, Catlin R. Tucker & Katie Novak, 2022

- **Cognitive Load Theory** supports our instructional strategies, optimizing learning through effective presentation of information and scaffolding techniques. (Learning Begins: The Science of Working Memory and Attention for the Classroom Teacher, Andrew C. Watson, 2017)

By integrating these theories and research-supported practices into our curriculum, we confirm the educational soundness of our program. This holistic approach not only promotes academic rigor and engagement but also nurtures the development of well-rounded individuals prepared for future success.

1.9: Charter School's Curriculum

VAHS is dedicated to a comprehensive approach in addressing every child's needs, emphasizing a small school environment, culturally responsive curriculum selection, and a multifaceted instructional experience. Our charter prioritizes supporting all students to achieve mastery of State Standards. We aim to equip our teachers with the skills to analyze data, identify key standards, and develop strategic scope and sequence plans, as well as employ differentiated methods to meet diverse student needs, thereby accelerating growth and closing the achievement gap effectively. Consistency in instructional practices across classrooms ensures a structured, safe, and high-performing environment, reflecting proven strategies that enhance student academic success. John Hattie's research on *Visible Learning* affirms that **collective efficacy—the firm belief that all students can learn and that teachers can have a significant impact on their learning—is one of the most powerful influences on student achievement**, which VAHS fully embraces across our instructional teams.

Characteristics of High Performing a Charter School	
Adoption of High Quality Curriculum & Resources	EdReports
Collective Efficacy: Firm belief that ALL students can learn and that teachers can have an impact on learning	John Hattie: Visible Learning
Data Informed, Data Responsive: Ongoing formative assessments to provide "Just in Time" support (Small Group Instruction)	TNTP: Acceleration vs. Remediation
Principals serving as Instructional Leaders: Leader(s) highly visible, providing feedback, and ensuring all are focused on mission and vision.	Transformational Leadership Framework
Strong Tier 1 Culture: Sense of Belonging and deep Engagement	Culturally Responsive Teaching and the Brain: Zaretta Hammond
Strong Tier 1 instructional practices and universal strategies to deepen student engagement and access —trusting students to the heavy lifting (Bright Star Signature Practices)	The Shift to Student Led: Reimagining Classroom Workflows with UDL and Blending Learning

1. **Standards-based Curriculum and Instruction:** VAHS's curriculum is grounded in the State Standards. Teachers meticulously analyze State Standards and internal school standards, including grade-specific reading and writing assessments. They structure their lessons to align closely with the scope and sequence outlined in their Standards Map provided by the Bright Star Schools for all core content areas. This systematic approach supports a deep understanding of priority standards and facilitates accelerated learning.

VAHS is committed to selecting a curriculum that is culturally relevant, ensuring that all students can connect with and benefit from the educational materials. The importance of this selection process is reinforced by EdReports, which emphasizes **the critical adoption of high-quality, standards-aligned instructional materials that support equitable student outcomes.** The regular use of standards-driven assessment data helps teachers and administrators ensure that students achieve mastery at a pace that meets State Standards.

2. **Teacher Development and Planning:** Teachers at VAHS are held to high standards of lesson planning, grade level collaboration, and feedback cycles.

   a. Collective Efficacy(Hattie): VAHS places collective efficacy at the core of its culture, where **teachers believe in their collective power to impact all students' success.**

      i. **Grade Level Planning**: Led by their lead teacher or supporting administrator, Grade Level Teams collaborate a minimum of twice per week to create rigorous lessons that support all content areas.

   b. Lesson Plan Expectations:

      i. **Standards Mapping** – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.

      ii. **Syllabus** – Each course will have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.

   c. Coaching and Feedback Cycles: Each teacher is assigned a coach, usually an administrator, who supports them in developing personalized goals, conducts observations, provides timely feedback, and holds regularly scheduled coaching sessions, culminating in an overall evaluation of the teacher's progress.

      i. **Weekly overviews—**Weekly overviews of lessons are shared with the coach, content colleague and/or content director who can provide feedback

   d. Professional Development:

      i. **Content Specialists:** Led by the Chief Instructional Officer, network-wide content specialists conduct learning walks to gather data and diagnose needs across all schools. They collaborate vertically with grade-level teams and administration to ensure alignment of curriculum and instructional practices. Additionally, these specialists work with school site instructional leaders to provide specific professional development opportunities tailored to content leads in each grade

level, enhancing their capacity to implement and align curriculum effectively. This collaborative effort aims to strengthen instructional coherence and support continuous improvement in teaching practices network-wide.

3. **Structured and Systematic Instructional Delivery:** At VAHS, we prioritize structured and systematic instructional delivery, viewing consistent approaches and strategies as fundamental to our educational philosophy. Effective classroom organization, management, and strategic instructional planning are pivotal, supported by clear daily teaching expectations that ensure all students receive quality instruction aligned with grade-level standards. Additionally, we believe in implementing school-wide systems and structures to maximize student engagement in learning while minimizing non-instructional activities such as handing in homework, distributing classwork, transitioning between classes, finding and retrieving class materials, and other administrative tasks. This includes optimizing bell schedules for efficient transitions and sharing effective strategies among educators to prioritize instructional time throughout the school year.
    a. **Do Now:** All teachers begin with an activity assigned at the start of a lesson to immediately engage students upon entering. It typically relates to the day's lesson, serving to activate prior knowledge, introduce new concepts, or review material. This routine helps set the tone for learning, allowing teachers to gauge student readiness and effectively transition into the day's instructional content. The goal is that learning happens from bell to bell.

    b. **Common Whiteboard Configuration—** Teachers use a common whiteboard configuration (WBC), an instructional accountability system developed with guidance from Dr. Lorraine Monroe, founder of the Frederick Douglass Academy in Harlem, NY. The WBC streamlines each day's lesson by displaying the standard, learning objective(s), homework (if applicable), the day's agenda and tasks, "Do First" activities, and important dates.

The WBC establishes precise academic expectations for student learning during each lesson and serves as a visual guide for teachers to enhance their instructional pacing. Administrators utilize the WBC to assess the implementation of the instructional core, ensuring that teaching practices align closely with educational objectives. During regular walkthroughs, this method enables administrators to swiftly evaluate the rigor of standards and the appropriateness of student tasks in relation to grade-level expectations.

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

grade and receiving their grade back.

As part of VAHS's growing initiative to foster an optimal learning environment, classrooms are also expected to feature rich content boards, word walls, and student-created anchor charts. These elements serve as accessible, culturally responsive tools that support all learners—particularly our Multilingual Learners and students in inclusive education settings. Content boards provide visual reinforcement of essential ideas across subjects, while word walls strengthen academic vocabulary acquisition and usage. Student-made anchor charts help reinforce key strategies and concepts, giving learners a sense of ownership and a concrete reference for independent work. These practices are being implemented schoolwide to ensure that every student, regardless of language proficiency or learning profile, has the scaffolds and visual support necessary to engage meaningfully with rigorous academic content.

c. **Small Groups**: At VAHS, small group instruction plays a pivotal role in our educational strategy. We believe in the power of targeted support and individualized attention to meet the diverse learning needs of our students effectively. Small group instruction allows our teachers to tailor their approach, offering personalized feedback and fostering peer collaboration among students. By breaking down larger classes into smaller groups, we create opportunities for deeper engagement with academic content, ensuring that each student receives the necessary guidance to achieve mastery.

   This approach aligns with TNTP's *The Opportunity Myth*, which highlights the importance of providing **accelerated, grade-level content rather than relying on remediation, ensuring students engage with rigorous material and receive just-in-time support.** This method not only enhances learning outcomes but also nurtures a supportive classroom environment where students feel valued and empowered in their academic journey.

d. **Collaborative Group Structures:** Collaborative group structures are another cornerstone of VAHS's educational approach, fostering teamwork and enhancing social and academic growth. We purposefully organize small group activities and projects that encourage peer teaching and collaborative problem-solving. These structured group interactions not only deepen students' understanding of academic content but also develop their interpersonal skills. By working collaboratively, students learn to communicate effectively, respect diverse perspectives, and negotiate shared goals—a preparation that extends beyond the classroom into future careers and community engagements. At VAHS, collaborative group structures are integral to creating a supportive learning environment where students learn not only from their teachers but also from each other, preparing them for lifelong learning and meaningful contributions to society.

e. **Integrated Technology:** VAHS embraces technology as a catalyst for enriched learning experiences. We integrate educational software, multimedia resources, and interactive platforms such as i-Ready and differentiated digital libraries into our curriculum. These tools complement classroom instruction, providing personalized learning opportunities tailored to individual student needs and learning styles. Technology integration at VAHS not only enhances access to educational resources but also cultivates critical thinking, creativity, and digital literacy skills among our students.

We are also committed to shifting classroom workflows toward greater student leadership and ownership, as outlined in *The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning*. **This model empowers students to take the lead in their learning by using technology to drive engagement and collaboration while supporting differentiated access.**

f. **Predictable Learning Environments:** At VAHS, we recognize that predictable learning environments are essential for student success, particularly for Multilingual Learners and students with IEPs. Consistency in routines and structures allows these students to focus their cognitive energy on mastering new academic content rather than navigating unfamiliar processes or classroom expectations. To support this, VAHS is committed to creating greater alignment and coherence across classrooms in the physical learning environment. This includes, but is not limited to, establishing shared expectations for word walls, data boards, unit-aligned content displays, and anchor charts that directly support current instructional goals. By minimizing variability and providing consistent visual and organizational supports, we ensure that all students—especially those who benefit from additional scaffolds—can engage confidently and effectively in their learning.

4. **Engagement Intensive Student-Teacher Interaction Techniques:** VAHS will provide a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We will implement the following components to ensure that teacher and student interaction is high:

- **Experiential and Kinesthetic Learning:** At VAHS, we emphasize experiential learning through LELs, field trips, and hands-on activities, integrating kinesthetic learning to maintain student engagement and make learning enjoyable. Teachers strategically incorporate physical activity to teach new concepts, providing opportunities for movement during extended teaching blocks and school hours. This active engagement not only enhances student involvement but also allows teachers to effectively assess students' understanding of the subject matter in real-time.

- **Checks for Understanding.** By including frequent and consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teachers gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.

- **Proven Instructional Techniques and Bright Star Signature Practices:** At VAHS, we employ a range of academic and behavioral techniques to reinforce student expectations. As part of our commitment to continuous improvement, we are developing these promising practices into Bright Star Signature Practices. This initiative involves gathering a task force and strategically selecting instructional routines aligned to the 4 Language Domains: Reading, Writing, Listening, and Speaking. The role out of these routines will be led by the Chief Instructional Officer reaching grades K-12 and across all content areas. Some examples include, but are not limited to: lose Reading, Jigsaw, and Three Reads. Professional development sessions centered around this initiative began Fall of the 25-26 school year. Teachers participate in training, engage in simulated role-plays, and receive ongoing feedback from administrators and peers throughout the school year. This integrated approach ensures that our instructional strategies evolve and align with our goal of promoting effective teaching and learning practices school-wide.

Our instructional vision is also deeply informed by Zaretta Hammond's *Culturally Responsive Teaching and the Brain*, which emphasizes **the importance of building a strong Tier 1 culture where students feel a deep sense of belonging, engagement, and trust in their teachers to guide them through complex learning tasks.**

- **Universal Design for Learning:** At VAHS, we are in the initial phases of implementing UDL, enriching our approach to differentiated instruction. Acknowledging the diverse learning styles of our students, we tailor instructional content, processes, and products to accommodate individual needs. This includes utilizing visual, auditory, and kinesthetic methods to ensure engagement and understanding across varied learning preferences. By integrating UDL principles into our instructional framework from the start, we are committed to fostering inclusive classrooms where every student has the opportunity to excel academically.

5. **Data Driven Instruction:** Essential to the future school's success and student success, VAHS has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) will play an enormous role in designing curriculum and ensuring that VAHS is preparing all students to see college as a legitimate choice.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

The principal will meet with all staff to facilitate and engage teachers in conversations, reflections, and planning based on the State of the School. During this meeting, the principal will review data from the prior school year and set goals for the current year. At the mid-year point, the principal will meet with staff again to discuss the most recent data metrics.

On a weekly basis, Assistant Principals will facilitate data conferences during School-level PLCs to engage teachers in conversations, reflection, and planning based on student achievement data using the Data Analysis, Reflection, and Next Steps (D.A.R.N.S.) Protocol.

To support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. This will include a robust set of diagnostic and benchmark assessments that complement state standardized test data (including the California Assessment of Student Performance and Progress, ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement formalized diagnostic assessments at least three times per year to inform student grouping, interventions, and pre- and re-teaching needs.

Formative diagnostics will be part of our daily teaching practice. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Grade levels (all grades) will be provided with common planning time that they will use to examine data at least monthly. The Principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they

are doing to raise the achievement of all students, and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Finally, our leadership approach fully aligns with the *Transformational Leadership Framework*, **which emphasizes the importance of principals and instructional leaders who are highly visible, provide regular feedback, and ensure that all staff remain focused on the mission and vision of student success.**

Instructional Methodologies and Curriculum to Support Implementation and Mastery of the State Standards

At VAHS, we are committed to ensuring that every student has access to high-quality, standards-aligned instructional materials that promote deep learning, engagement, and academic success. Our curricular choices are grounded in the belief that strong materials, paired with effective instruction, are essential to achieving educational equity and excellence.

Our curriculum audit and adoption process which was adopted prior to the start of the 25-26 school year is rooted in the framework provided by the CalCurriculum Consortium, which emphasizes the importance of aligning materials to rigorous academic standards while meeting the diverse needs of all learners. We believe that high-quality instructional materials implementation requires more than just selecting strong programs; it demands strategic planning, professional learning, clear communication, impact measurement, and sustainability. These core components guide our six-step curriculum adoption and rollout efforts (below) to ensure fidelity and long-term effectiveness.

Establish a Process	Develop a Local Lens	Know and Winnow Your Choices	Investigate the Materials	Make a Decision	Plan for Launch and Implementation
Structured plan for how curriculum decisions will be made,	Identify unique needs, values, and priorities based on the findings from	Survey the full range of available programs, then compile a	Dive deeply into the shortlisted programs by reviewing lessons,	Review pilot data and stakeholder feedback to select	Prepare for rollout by mapping out professional development,

including naming the curriculum adoption committee, timelines, roles, and criteria.	baseline data to ensure the evaluation is responsive.	narrowed list of high-quality standards-aligned curricular options.	assessments, and usability. Piloting the most promising programs with diverse student groups.	curriculum and secure Board approval.	resources, and support systems to ensure successful adoption.

Instructional materials have been thoughtfully selected across content areas through a collaborative review process involving school and district leadership, teachers, and content experts. Each resource is evaluated for its alignment to the State Standards, as well as its cultural responsiveness, accessibility, and support for differentiated instruction.

Textbooks and supplemental resources are used to support instruction in both whole-group and small-group settings, with materials intentionally selected to include embedded supports for multilingual learners, students with disabilities, and students performing below or above grade level. In addition to the integration of core curriculum, we use diagnostic assessments, digital platforms, and intervention tools to provide just-in-time instruction and personalized support, allowing students to accelerate their learning and build mastery of key concepts.

Educators receive ongoing professional development on curriculum implementation, instructional strategies, and data-informed teaching practices. We ensure that all instructional staff are equipped not only to deliver the curriculum with fidelity, but also to adapt and scaffold instruction to meet student needs and respond to real-time data.

Our approach to curricular and instructional materials reflects our broader mission: to provide every student, regardless of background or starting point, with access to an excellent education and the tools they need to succeed in school and beyond.

Below is a breakdown of our instructional methodologies and the rationale behind each content area approach.

Mathematics

VAHS utilizes a primarily problem-based approach to mathematics instruction in order to ensure students develop proficiency in the Grade-Level State Standards as well as the confidence, perseverance, and problem-solving skills and mindsets outlined by the Standards for Mathematical Practice. We also believe that successful instruction is contextual and standards-based, and employ a variety of instructional strategies as appropriate to the standards being taught and the needs of the diverse learners in our classrooms. Students spend significant time engaged in collaboration with each other, constructing and defending their own

reasoning as they explore concepts, procedures, and mathematical applications aligned with the Common Core State Standards.

A hallmark of our math instruction is active student engagement and creating a thinking classroom where all stakeholders are meaningfully engaged in the learning process. Vertical whiteboards, visibly random groups, and questioning techniques that promote higher-order thinking are frequently used to create interactive classrooms.

Instructional strategies include:

- Guided problem-based learning cycles and real-world applications
- Collaborative learning and academic discussion
- Building Thinking Classrooms strategies: Vertical non-permanent surfaces, frequently changing random groupings, etc.
- Mathematical Language Routines
- Modeling and deliberate practice

English Language Arts

Our ELA instruction is driven by the Science of Reading and grade level ELA Standards through advanced decoding, critical reading, evidence-based writing, and rich discussions across a variety of literary and informational texts. Teachers use a literacy approach that includes direct instruction, close reading, explicit vocabulary instruction, structured academic discourse and writing.

Collaborative routines such as:

- **Collaborative routines** that promote engagement and deepen comprehension:
    - Think-Pair-Share
    - Turn and Talk
    - Jigsaw
- **Differentiated instruction through scaffolds**, including:
    - Graphic organizers
    - Sentence frames for speaking and writing
    - Vocabulary supports
    - Chunked readings
    - Structured academic conversations

Foundational literacy is a key component to develop students' phonemic awareness, decoding and encoding so that they can read with automaticity, comprehend increasingly complex texts and further develop their writing skills.

Instruction is culturally responsive, standards-aligned, and focused on developing readers and writers who can think critically and communicate effectively.

Science

Our science instruction is grounded in the NGSS and follows a phenomena-based learning model. Students engage in inquiry, hands-on experiments, and real-world problem-solving to build scientific understanding and reasoning.

- Instructional strategies include:
- Claim-Evidence-Reasoning writing
- Data analysis and model construction
- Collaborative labs and engineering design challenges
- Teacher-guided investigation and discourse
- Socratic seminars and student-led discussions

Teachers embed academic language development and literacy strategies, including sentence frames, close reading of scientific texts, and vocabulary development. Instruction supports students in developing both content knowledge and scientific thinking skills.

Social Studies

Social Studies instruction is centered on historical thinking, civic inquiry, and critical literacy. Students analyze primary and secondary sources, make evidence-based claims, and explore diverse perspectives through discussion and project-based learning.

Teachers facilitate document-based questions ("DBQ"), structured academic debates, Socratic Seminars, and simulations such as mock trials. Students learn to annotate texts, engage in analytical writing, and collaborate through group work and presentations.

Instruction is aligned to the California History-Social Science Standards and promotes culturally responsive teaching and interdisciplinary connections with ELA.

English Language Development

Our ELD program provides multilingual learners with the academic language development needed to succeed in all content areas. Instruction is aligned to the California English Language Development Standards and includes both designated and integrated ELD.

Designated ELD classes offer targeted language instruction in speaking, listening, reading, and writing. Strategies include sentence frames, guided practice, interactive word walls, partner talk, and vocabulary development. In integrated settings, content teachers use scaffolds like visuals, think-alouds, and collaborative grouping to support access to rigorous content.

Teachers use data from formative assessments and language portfolios to personalize support and monitor student progress toward English proficiency

World Languages

World Languages instruction is rooted in national and State Standards and is designed to build students' communicative competence and cultural understanding. Through a comprehensive, standards-aligned curriculum, students engage in purposeful language acquisition that prepares them to thrive in both academic and real-world contexts.

Instructional strategies include:

- Thematic units grounded in authentic cultural contexts
- Scaffolded development of reading, writing, listening, and speaking skills
- Target-language immersion with explicit vocabulary and grammar instruction
- Academic discussions and interpersonal communication practice
- Performance-based assessments that reflect language proficiency levels

Teachers implement evidence-based strategies to support language development, including structured peer interaction, guided writing, and the use of sentence frames. Instruction promotes multilingualism, cultural responsiveness, and aligns with the World Readiness Standards.

Advisory

Our Advisory program fosters a strong sense of belonging, character development, and academic support. Students engage in lessons focused on SEL, identity, equity, and community-building.

Instructional strategies include journaling, Turn and Talk, collaborative problem-solving, and structured discussions. Advisors serve as trusted mentors who guide students through reflection, goal setting, and academic check-ins. Lessons incorporate multimedia, case studies, and current events to help students connect with real-world issues and deepen their understanding of self and others.

Advisory strengthens school culture and ensures students receive the social, emotional, and academic support needed to thrive.

Physical Education

The Physical Education program at VAHS is a standards-based, core academic course aligned with the California Physical Education Model Content Standards. It emphasizes inclusive participation, personal growth, and the development of lifelong fitness habits, while fostering an environment where students feel safe, supported, and empowered to take ownership of their physical well-being. Instructional units are intentionally planned to provide both depth and continuity, enabling students to develop competence across multiple domains.

Our program provides students with opportunities to build lifelong fitness habits, team work, and personal wellness. Through a variety of physical activities, students will develop strength, endurance, flexibility, and coordination while learning the value of an active lifestyle. Health education is integrated into the course to support students' understanding of nutrition, mental well-being, substance awareness and overall healthy decision-making.

Visual and Performing Arts (VAPA)

At VAHS, students have the opportunity to engage in Visual and Performing Arts ("VAPA"). At present, those experiences include Art, Theatre, and Introduction to Film which all align with the California Arts Standards for Public Schools based on the National Core Arts Standards. The instructional methodology and curriculum follow the eleven anchor standards in the table below, which provide a foundation for the development of artistic competencies and cultivation of a lifelong appreciation and understanding of the arts.

VAPA Anchor Standards VAHS's VAPA Curricula embody the California Arts Standards for Public Schools' eleven anchor standards below:

Standard 1	**Creating: Generate and Conceptualize Artistic Ideas and Work**
Standard 2	**Creating: Organize and Develop Artistic Ideas and Work**
Standard 3	**Creating: Refine and Complete Artistic Work**
Standard 4	**Performing/Presenting: Select, Analyze, and Interpret Artistic Work for Presentation**

Standard 5	**Performing/Presenting: Develop and Refine Artistic Techniques and Work for Presentation**
Standard 6	**Performing/Presenting: Convey Meaning Through the Presentation of Artistic Work**
Standard 7	**Responding: Perceive and Analyze Artistic Work**
Standard 8	**Responding: Interpret Intent and Meaning in Artistic Work**
Standard 9	**Responding: Apply Criteria to Evaluate Artistic Work**
Standard 10	**Connecting: Synthesize and Relate Knowledge and Personal Experiences to Make Art**
Standard 11	**Connecting: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding**

Assessment Methods and Tools

Assessment is an essential part of the instructional process at VAHS, used to inform teaching, monitor student progress, and guide data-informed decision-making. We implement a comprehensive, balanced assessment system that includes diagnostic, formative, interim, and summative assessments across all subject areas to ensure students are mastering grade-level content and developing essential skills.

A key component of our system includes the use of internal formative assessments such as i-Ready diagnostic and instructional assessments, which provide detailed insights into each student's strengths and areas for growth in both reading and mathematics. These diagnostics are administered three times per year and serve as an anchor for instructional planning, intervention, and progress monitoring. Data from i-Ready is used alongside classroom performance to ensure instruction is targeted, equitable, and timely.

Teachers also utilize curriculum-aligned assessments and instructional checkpoints embedded within core materials to measure student progress toward mastery of unit-specific standards. These may include end-of-unit quizzes, reading comprehension assessments, writing rubrics, and standards-based math tasks. These assessments are designed to match the rigor and language of the adopted curriculum and provide meaningful data to drive instructional adjustments.

At VAHS, we place a strong emphasis on checks for understanding, which are embedded in daily instruction to provide immediate feedback to both students and teachers. These informal assessment strategies include:

- Think-Pair-Share
- Turn and Talk

- Equity Sticks
- Quick writes
- Whiteboard response checks
- Peer and self-assessments using rubrics or criteria

These tools allow for in-the-moment instructional decisions and ensure that learning objectives are being met before moving forward. Teachers adjust instruction in real time to address misconceptions, reteach skills, or extend learning opportunities based on this formative feedback.

Summative assessments, such as performance tasks, standards-based writing benchmarks, and end-of-unit assessments, at VAHS are used to evaluate overall mastery and inform report card grades. Teachers also engage in regular data analysis cycles to review results, reflect on instructional effectiveness, and plan for next steps in reteaching, enrichment, or intervention.

Educators are supported through professional learning on assessment literacy, data interpretation, and responsive instruction. This ongoing support ensures that assessment is not an endpoint but an integrated, continuous process that advances student achievement and equity across all classrooms.

Description of The Charter School's Curriculum

1. English Language Arts (Reading & Writing) - 9th - 12th Grades: CORE/College Preparatory

The English Language Arts Department supports all learners in accessing rigorous and culturally relevant instruction in order to master grade level CCSS focusing on listening, speaking, reading, writing as well as foster a love of literacy in every student. VAHS students engage in close reading and listening, academic discourse, making meaning, justifying and supporting opinions, and writing for different purposes and audiences in order to be successful in college, career, leadership and life. Our curriculum and instructional programming and practices have been selected with these aims in mind.

The English Language Arts program at VAHS is fully-aligned with the ELA CCSS for 9-12th grades. Our teachers utilize high quality instructional materials such as College Board's Springboard ELA as our core curriculum for English Language Arts. In addition, our teachers are also asked to administer the i-Ready reading assessment to serve as a baseline data and progress monitoring tool for phonics, vocabulary and reading comprehension for literary and informational texts. See below for a summary of language arts curriculum and assessment representing VAHS's approach to their literacy block:

	Sample Current Curriculum and Assessment: 9th-12th Grades ELA
Assessment	i-Ready Reading: BOY/MOY/EOY Literacy: Phonics, Vocabulary & Comprehension (literary & informational texts) Assessment
Curriculum	Springboard ELA (45-90 minute lessons)

In ninth through twelfth grades, students engage in reading, writing, speaking and listening with an emphasis on text complexity and diversity, including literary nonfiction, informational text and historical documents, balanced with rich, engaging literature. Academic vocabulary, emphasizing cross-curricular terms with broad applications, is a foundational element and writer's craft activities emphasize argumentative, expository and narrative writing. Performance-based assessments aligned to SBAC are embedded in each unit.

2. English Language Development – 9th - 12th Grade

English Language Development (Core): Our administration observes teachers regularly, providing feedback on multilingual learners' support and focus strategies. Additionally, teachers receive three Professional Development sessions designed specifically for improving integrated ELD strategies and best practices. During these PD meetings, school administrators and/or teacher leaders will guide teachers in adding these strategies into their planning for upcoming lessons, to ensure their continued integration in instruction. Additionally, we offer designated ELD support, during which teachers work with targeted groups to support in their efforts for reclassification, reading comprehension, phonics, grammar, and overall development of English Language Proficiency.

ELD Standards Alignment

The English Language Development program at VAHS is aligned with the California English Language Development Standards (Kindergarten through Grade 12). Our MLL students are specifically grouped based on their English Language Proficiency and placed in ELD classes. Teachers meet with their Multilingual Learners three to four times a week for approximately 40 - 50 minutes. Within this structure, students engage in Designated ELD instruction, which enables targeted English Language instruction in the context of the ELD

standards utilizing curriculum such as National Geographic and teacher-created supplemental lessons where necessary.

Designated ELD Instruction & Curriculum

Designated ELD instruction provides targeted, regular instruction focused explicitly on the development of English language skills aligned with English Language Development standards. This approach creates a structured space where Multilingual Learners can build proficiency in listening, speaking, reading, and writing, with an emphasis on academic language. Instruction is differentiated by proficiency level and integrates language objectives with clear scaffolds to support access and engagement. It also encourages metalinguistic awareness by helping students understand how English works through grammar, syntax, and discourse-level features.

Grade Band	Designated ELD Curriculum Description
High School Newcomer (Emerging)	The ELD curriculum is designed to support newly arrived and preliterate English learners in developing essential language, literacy, and survival skills. It offers a comprehensive suite of resources to build foundational English proficiency. A flexible program will provide scaffolded instruction that fosters confidence and communication in real-world contexts, such as the National Geographic ELD curriculum.
High School Emerging, Expanding, Bridging	The ELD curriculum utilized in classrooms will focus on leveled core reading and language arts programs designed for English learners and striving readers in grades 9–12. It may integrate dynamic content with authentic, multicultural literature to engage students and build academic language skills. Aligned with Common Core State Standards, the curriculum prepares students for college and career success through systematic instruction in reading, writing, listening, and speaking.
Assessment, Data, and Progress Monitoring	
• Initial ELPAC • Summative ELPAC • Interim ELPAC • Curriculum Unit Assessments • i-Ready Diagnostic 1, 2, 3 Student Writing Samples • Progress Monitoring on MLL on the California School Dashboard	

Integrated ELD Instruction & Curriculum

Our approach to integrated ELD is grounded in embedding language development throughout all content areas by making academic language and literacy a shared responsibility across the school day. We are guided by the

principles set forth in the California English Learner Roadmap and provide intellectually rich instruction with high expectations and high support for all students (CA EL Roadmap, Principle Two Elements) Within this approach, teachers explicitly teach language skills—such as vocabulary, syntax, and discourse—within subjects like science, math, social studies, and English language arts. Instruction is planned with both content and language objectives, using scaffolds (e.g., sentence frames, visuals, modeling) to support English learners' access to rigorous curriculum. Student interaction is key, with structured opportunities for speaking, listening, reading, and writing in meaningful, academic contexts. Integrated ELD promotes equity by ensuring that language development occurs alongside grade-level learning for all students. Additionally, we take an asset-based approach and highlight the importance of students' language and culture by building strong relationships with students and incorporating their perspectives in classroom discussions. (CA EL Roadmap, Principle One Elements).

Grade Band	Integrated ELD Curriculum	Assessment
9-12	Integrated ELD curriculum is culturally relevant and provides multiple opportunities for teachers to integrate strategies and supports for multilingual learners, including: ● Use of sentence frames ● Total physical response (TPR) for vocabulary acquisition ● Graphic organizers ● Collaborative learning structures ● Realia and visuals ● Word walls ● Think pair shares to lower affective filter	● Unit Assessments ● i-Ready Reading Diagnostic (3x per year)

3. History – 9th - 12th Grade - CORE/College Preparatory

The history program at Bright Star Schools is firmly grounded in the California History-Social Science Framework and aligned with State Standards. Our department is committed to an inquiry-based, culturally responsive curriculum that places primary sources and historical thinking at the center of student learning. Core high school courses are supported by high-quality instructional materials, including Achievement First, Thinking Nation, and internally developed resources.

We believe every student can grow into a thoughtful, empathetic, and critically engaged historian. In our classrooms, students ask deep questions about the past, analyze diverse sources, engage in academic discourse, and construct evidence-based arguments. Our aim is to help students understand how the past

shapes the present and their role in building a more just and inclusive world. We are committed to ensuring that students feel seen and valued in classrooms where diverse experiences and identities are affirmed and respected. Through rigorous, standards-aligned instruction, students develop historical thinking skills and deepen their understanding of complex political, social, cultural, and economic developments.

Students analyze a wide range of sources and perspectives, building the capacity to think critically, ask meaningful questions, and construct well-supported arguments. They participate in rich inquiry cycles that culminate in performance-based assessments, civic dialogue, and real-world applications of historical understanding. Rather than memorizing facts or passively consuming narratives, students explore history through a problem- and question-centered approach that fosters civic agency, critical consciousness, and deep intellectual engagement. They learn to evaluate evidence, weigh competing interpretations, and apply their knowledge to issues that matter in their communities and beyond.

Elements of Inquiry-Based History

Our core history lessons follow a consistent structure grounded in an inquiry-based model that supports students as they investigate compelling historical questions through a three-part framework:

1. **Compelling and Supporting Questions**
   Each unit is centered around a compelling question that frames the big idea and connects past events to present-day themes. Supporting questions guide students' exploration of sources and scaffold their understanding.

2. **Source-Based Learning**
   Students engage with a carefully curated set of primary and secondary sources representing multiple perspectives and rich historical contexts. These sources may include speeches, letters, maps, artwork, laws, oral histories, political cartoons, and contemporary analyses. Close reading and sourcing are key instructional practices.

3. **Assessment Practices**
   We use a variety of assessments to monitor student growth in historical thinking and content knowledge, including:

- Formative checks such as journal responses, source analysis protocols, and class discussions.
- Summative performance tasks aligned to each inquiry arc.

- Assessments that track skill development across domains like sourcing, contextualization, and argumentation (e.g. Document-Based Question Essays)
- Where applicable, College Board-aligned assessments (e.g., AP U.S. History, AP Government) All assessments reflect our commitment to equity, historical rigor, and inquiry-driven learning.

4. Science - (CORE/College Preparatory)

Our science program is built on units carefully planned by our teachers, who create their own lessons while using the OpenSciEd curriculum as a primary resource and framework. This approach empowers educators to customize instruction tailored to their students' needs while maintaining alignment with the rigorous, research-based standards provided by OpenSciEd.

We believe science education goes beyond textbooks—it thrives through hands-on investigations, real-world problem solving, and collaborative inquiry that prepare students for the challenges of the 21st century.

Through this teacher-led, OpenSciEd-supported curriculum, students develop a deep understanding of scientific concepts and cultivate essential skills such as:

- **Critical Thinking and Analytical Reasoning**
  Students develop the ability to analyze complex problems, evaluate evidence, and make informed decisions. This skill encourages questioning assumptions, identifying patterns, and reasoning logically to solve scientific challenges.

- **Science Literacy, including Claim, Evidence, Reasoning ("CER")**
  Students learn to communicate scientific ideas effectively by making clear claims supported by appropriate evidence and logical reasoning. The CER framework helps students build strong arguments and critically assess scientific information.

- **Data Literacy through Effective Data Talk**
  Students gain proficiency in interpreting, discussing, and drawing conclusions from data. Through structured Data Talk, they learn to analyze graphs, tables, and experimental results, fostering a deeper understanding of scientific investigations.

- **Collaborative Communication via Structured Talk**
  Students engage in purposeful conversations using protocols like Structured Talk, which promote

respectful listening, clear expression of ideas, and constructive feedback. This collaboration builds teamwork skills and enhances learning through peer interaction.

- **Independent, Self-Directed Learning**
  Students are encouraged to take ownership of their learning by setting goals, managing their time, and seeking out resources. This skill nurtures curiosity, perseverance, and the ability to learn autonomously—key qualities for lifelong learners.

Our program emphasizes environmental stewardship, sustainability, and the ethical use of technology, empowering students as responsible global citizens.

With a strong commitment to equity and inclusivity, we ensure all students—regardless of background or learning style—have access to high-quality science instruction. Our goal is to inspire curiosity and equip every learner with the tools to succeed in higher education and future STEM careers.

We foster a supportive, inclusive environment where every student is encouraged to explore, discover, and contribute meaningfully to scientific innovation.

5. Mathematics - CORE/College Preparatory

The mathematics program at VAHS is fully-aligned with the Mathematics CCSS. Our teachers use inquiry and problem-based curriculum, such as Illustrative Mathematics, to deliver the CCSS in Mathematics.

At VAHS, we believe that every student can grow into a confident and capable mathematician. In our classrooms, students ask questions, explore ideas, and persevere through challenges, developing the reasoning and problem-solving skills outlined in the Common Core Standards for Mathematical Practice. Ultimately, we aim to improve mathematics learning outcomes for all students, and strive for "a world where all learners know, use, and enjoy mathematics." (Illustrative Mathematics Vision)

We are committed to ensuring that students:

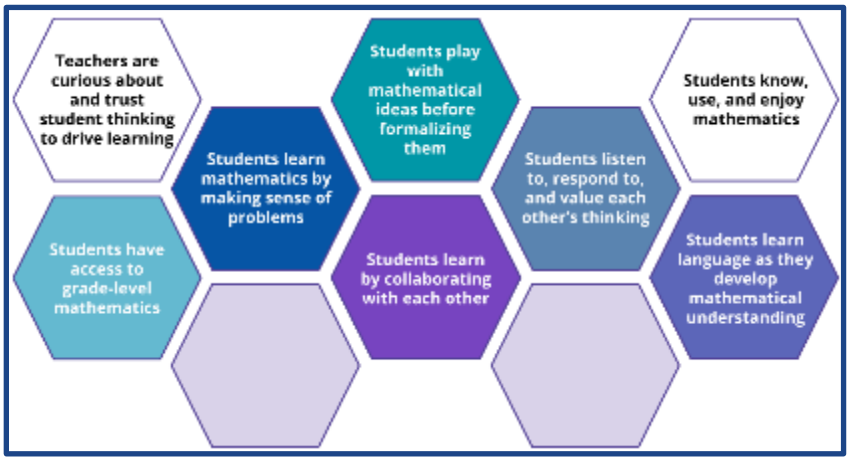
- Feel a sense of belonging in their math classrooms, where their contributions and diverse ways of thinking are encouraged and valued.

- Receive grade-level, standards-aligned instruction that helps them deepen understanding, develop strategies for problem-solving and computation, and apply learning to real-world and mathematical problems.

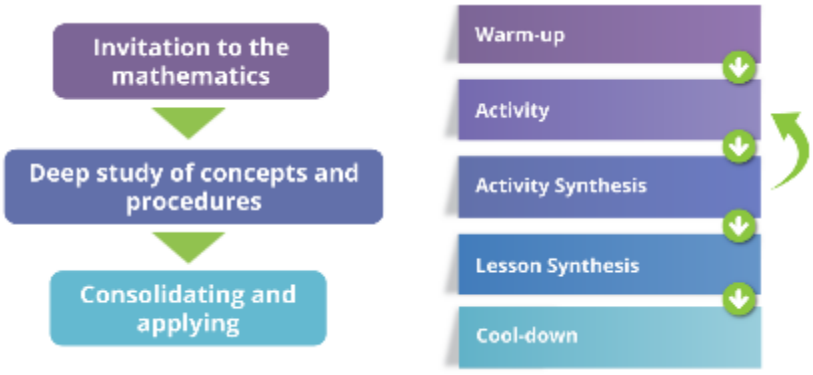
- Engage in rich mathematical discussions: explaining their reasoning, critiquing the thinking of others, and discovering multiple ways to approach problems.

We select curriculum and instructional practices with these aims in mind. While modeling is an important part of our pedagogical tool-kit, a primarily inquiry and problem-based approach ensures students are active thinkers and doers of mathematics rather than being passive receivers of information *about mathematics.* This approach shifts the roles of teachers and students, resulting in students building stronger conceptual understanding, procedural flexibility, and problem-solving skills, as well as developing students' growth mindset and sense of self-efficacy.

Elements of Problem Based Learning:



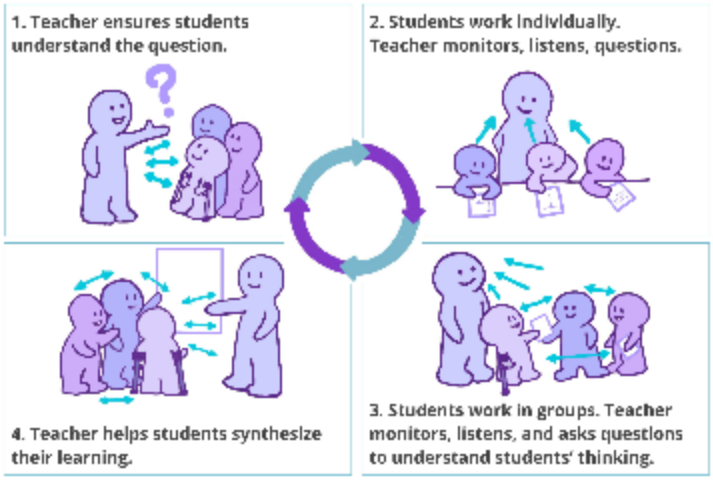
When adopting curriculum, we ensure teachers are trained on key features and lesson structures in alignment with our vision and commitments to students. For example, Illustrative Mathematics lessons follow a consistent structure within and across grade levels:



Every lesson has 4 main phases:

1. **WARM-UP:** Warm-ups **invite students into** mathematics and can serve a variety of purposes (getting ready for the lesson, strengthening number sense, etc.), however they **must** provide entry points for **all students**. *Frequently used instructional routines include "Notice and Wonder," "Which Three Go Together," and "Number Talks."*

2. **ACTIVITY/ ACTIVITY SYNTHESIS:** Lessons have one or more activities that are the primary learning experiences for the day, and **the majority of class time is spent in this part** of the lesson cycle. Within each activity, teacher and students engage in the **problem-based lesson cycle**, which has the following phases:



3. **LESSON SYNTHESIS:** In this phase, **students consolidate** their learning from the day. There are a variety of methods, including posing questions verbally and calling on students to respond, asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to a persistent display like a word wall. Regardless of the facilitation method, **students** are the ones doing the synthesizing.

4. **COOL-DOWN:** The cool-down serves as a brief formative assessment to determine whether students understood the lesson.

In addition to daily formative assessments, like Cool-Downs and exit tickets, we use a variety of assessments to monitor student learning throughout the year. End-of-Unit summative assessments directly address the standards that have been taught and support teachers to maintain academic rigor and adjust instruction to meet student needs. Additionally, i-Ready diagnostics and CAASPP/SBAC interims are used to assess growth and long term learning as well as to make intervention decisions. In order to support coherence, rigor, and growth

across grade levels, CAASSPP/SBAC interim assessments are integrated into the scope & sequence for all core math classes leading up to the 11th grade CAASPP summative. All assessments address and provide correlation to the CCSS.

Current Mathematics Curriculum Summary		
Grade Band	**Curriculum**	**About**
Core Courses: Algebra 1, Geometry, Algebra 2	Illustrative Mathematics	Illustrative Mathematics is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.
Additional Support: Math Lab		For students in need of substantial additional support, we offer Math Lab. This course utilizes the Illustrative Mathematics "Algebra 1 Extra Supports" curriculum, which is designed to coordinate with the instruction students receive in their core math class. This course is in addition to, never a replacement for, core math and utilizes a "just-in-time" approach to support access to and mastery of grade level standards.
Advanced Mathematics: *AP Precalculus, AP Calculus Statistics*	College Board/AP Classroom, MathMedic (Stats)	Advanced Placement courses offer opportunities for our students to learn advanced mathematics and earn college credit. We encourage students who are interested in the content of these courses and students who are interested in applying to competitive universities to enroll in this pathway. We also know that an algebra-based advanced math pathway is not the best fit for all of our students, and are developing Statistics as an additional option. Statistics is highly relevant to many careers and may be of more interest to some students than precalculus or calculus. Statistics program launch is planned for the 2025-2026 school year.

6. Physical Education ("PE") - Core

Valor Academy High School's Physical Education program is standards-based and aligned with the California Physical Education Model Content Standards. As a core course, PE instruction is designed to support student mastery of grade-level and course-level standards through intentional, sequenced lessons that build skills, knowledge, and confidence in physical activity.

Instructional units are thoughtfully planned to ensure sufficient length and depth, enabling students to develop competence across multiple domains of physical literacy. Teachers begin by selecting relevant standards, designing assessments, and tailoring instructional strategies to meet student needs. Learning activities—including skill drills, structured games, and cognitive reflections—are directly aligned to the standards and scaffolded to ensure readiness for new content.

Assessment drives instruction; pre-assessments identify readiness, and differentiated supports are provided as needed to ensure access for all learners. Instruction is holistic, with multiple standards often addressed in a single lesson or unit. Digital platforms and supplemental instructional materials are incorporated to enhance engagement and accessibility. The program emphasizes inclusive participation, lifelong fitness habits, and student-centered learning.

Curricular materials include standards-based lesson plans, district-adopted PE frameworks, and technology-enhanced instructional tools that support skill development and performance tracking.

Health is embedded in the lessons as students learn how to best take care of their body to perform at their best. Sexual Education is also taught in PE as it is a requirement per the California Healthy Youth Act mandates that schools teach explicit sex-education programs at least once in middle school or junior high school beginning in grade 7.

High School Physical Education Overarching Standards
Valor Academy High School's Physical Education curriculum is anchored in California's three Overarching High School Standards, which consolidate and extend foundational K–8 standards. Instruction is designed to support student growth in physical skill development, fitness knowledge, and the social-emotional aspects of physical activity. These standards serve as the foundation for lesson planning, assessment, and instructional strategies to ensure students graduate with the skills and habits needed for lifelong health and wellness.

Standard 1	Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2	Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3	Demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Source: CA Physical Education Standards

7. World Languages (Spanish) Core/College Preparatory

At Valor Academy High School, the World Languages program focuses on teaching students, both native and non-native speakers, to read, write, listen, and speak in Spanish. We implement instructional methodologies that align to the California World Languages Standards, emphasizing communication, cultural understanding, and language proficiency. As a core and college-preparatory course, our curriculum is vertically aligned across proficiency levels and integrates authentic texts, scaffolded speaking and writing tasks, and cultural exploration to deepen language understanding and foster engagement. Spanish instruction is designed to support student mastery of grade-level and course-level standards through thoughtfully-planned lessons that build skills, knowledge, and cultural awareness. Our students have the opportunity to learn Spanish as a second language, or extend their skills if they are native speakers, and they increase their overall literacy (listening/viewing, reading/writing, and speaking/signing). By doing so, they learn transferrable skills that build their communicative, cultural, and intercultural proficiency in not only Spanish, but also English.

The Spanish Instructional units are thoughtfully planned to ensure that students develop their Spanish literacy and communication skills, expand their knowledge of other cultures, and make connections to other disciplines (see the summary of the World Languages Standards below). California world languages education prepares all students to compete in a global marketplace, to pursue their dreams and ambitions through interaction with people from other cultures, to appreciate or understand their own culture through studying other cultures, and to

contribute to the state's economic and social well-being and increase intercultural appreciation and global competence in California and the world.

California World Languages Standards	
Communication	1. Interpretive Communication 2. Interpersonal Communication 3. Presentational Communication 4. Settings for Communication 5. Receptive Structures in Service of Communication 6. Productive Structures in Service of Communication 7. Language Comparisons in Service of Communication
Cultures	1. Culturally Appropriate Interaction 2. Cultural Products, Practices, and Perspectives 3. Cultural Comparisons 4. Intercultural Influences
Connections	1. Connections to Other Disciplines 2. Diverse Perspectives and Distinctive Viewpoints

Assessment drives instruction; pre-assessments identify readiness, and differentiated supports are provided as needed to ensure access for all learners. Instruction is holistic, with multiple standards often addressed in a single lesson or unit.

World Languages Curriculum Summary		
Courses:	**Curriculum - Vista Higher Learning**	**About**
AP Spanish Language (Temas) Spanish Non-Native 1 (Encuentros 1) Spanish Non-Native 2 (Encuentros 2)	VISTA	At VAHS, our World Languages program incorporates a comprehensive suite of curricula from Vista Higher Learning to cater to the diverse needs of our students. We are using *Temas* for AP Spanish Language, providing rigorous, college-level content and authentic resources to prepare students for success on the AP exam. For non-native Spanish speakers, we are implementing *Encuentros*, a culturally rich and engaging curriculum designed to build language proficiency through meaningful communication. Native Spanish

Spanish Native 1 (Galería 1) Spanish Native 2 (Galería 2)		speakers are supported through *Galería*, which deepens literacy and academic Spanish skills using authentic literature and thematic units. Together, these curricula provide a cohesive, differentiated approach that supports language development at every level.

8. Visual & Performing Arts - Core/College Preparatory

At VAHS, our visual and performing arts (VAPA) program is aligned with the California Arts Standards, which are grounded in the National Core Arts Standards' (NCAS) vision of artistic literacy below:

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Artistic literacy is built and designed through the process of creating, performing, presenting, responding, and connecting. Instruction emphasizes creative exploration, allowing students to develop their skills while engaging meaningfully with the world around them.

At VAHS, Instruction in the arts is enriched through intentional interdisciplinary connections with ELA. Students regularly engage in literacy-rich activities, such as analyzing text and writing reflections that reinforce both artistic thinking and academic communication skills.

Students experience visual and performing arts by having the choice of the following courses:

- Theater
- Introduction to Film
- Art

To ensure our VAPA instruction meets California content standards while strengthening communication, literacy, and creative, problem-solving; signature instructional practices commonly used in ELA such as notice and wonder, close reading, jigsaw are embedded into VAPA lessons to promote discourse, collaboration, and deeper analysis; which are key skills for college career life.

At VAHS, visual and performing arts assessment drive the teacher's planning and instruction; pre-assessments identify readiness, and differentiated supports are provided as needed to ensure access for all learners. Instruction is holistic, with multiple standards often addressed in a single lesson or unit. Moreover, students have the opportunity to demonstrate their visual and performing art skills by collaborating on school-wide projects that culminate in performances or art galleries.

1.9b: Intervention and Enrichment Programs

Intervention Programs

At VAHS, our intervention programs are designed to ensure that every student has access to a rigorous academic experience and the support necessary to meet high expectations. We implement a comprehensive **Multi-Tiered System of Support ("MTSS")** rooted in research-based instruction, data-informed decision-making, and equitable access to learning.

At the foundation of our model is **Tier 1 instruction**, where all students receive high-quality, standards-aligned instruction using an evidence-based curriculum. Teachers utilize the Understanding by Design (UbD) framework to plan lessons that explicitly teach essential skills and strategies—such as summarizing, analyzing, and problem-solving—across disciplines. Through formative assessments, teachers identify student needs in

real time and differentiate instruction accordingly. Progress is monitored weekly by teachers and discussed in monthly department-level data meetings to ensure timely adjustments and support.

For students requiring additional targeted support, **Tier 2 interventions** are implemented during the instructional day. ELA and Math teachers, alongside instructional aides, form leveled small groups to address specific gaps in student knowledge and skill. Instructional tools such as i-Ready Tools for Instruction and CAASPP Tools for Teachers guide lesson planning for these groups. Students may also attend teacher office hours to receive individualized instruction. Importantly, students identified as being at risk—based on diagnostic data, formative assessments, and teacher observations—are referred to the SSPT. This team, which includes the student, family, teachers, counselor, and an administrator, meets to develop a tailored support plan, monitor progress, and revise interventions as needed. The SSPT is a key mechanism within Tier 2 to ensure early, coordinated support for students who are not responding adequately to Tier 1 instruction.

For students demonstrating persistent academic or behavioral needs, VAHS provides **Tier 3 intensive interventions**. These may include one-on-one tutoring, remediation in foundational skills, technology-assisted instruction, support in a student's native language, or ELD scaffolding. These interventions are often delivered during after-school tutoring or advisory blocks. Students continuing in Tier 3 receive ongoing support and regular progress monitoring through the SSPT process, which reconvenes to evaluate the effectiveness of prior interventions and revise the plan accordingly. If students do not show adequate progress despite multiple tiers of support, the school or family may initiate a special education eligibility evaluation. This careful, data-driven approach ensures that all decisions are thoughtful, equitable, and responsive to individual needs.

Students with IEPs or ELD designations receive additional support tailored to their specific academic and language development goals. Instructional staff and specialists work closely to provide scaffolding for classwork, homework, and assessments in alignment with students' learning plans.

Through this tiered intervention structure, VAHS ensures that students receive the right level of support, at the right time, with intentional collaboration among teachers, families, and leadership.

Enrichment Programs at VAHS

In addition to strong academic support systems, VAHS offers a wide array of enrichment programs that promote creativity, leadership, and student engagement beyond the core curriculum.

Through partnerships such as After-School All-Stars, students participate in extracurricular clubs that reflect their interests and talents. These have included gardening, cooking, gaming, music, cosmetology, poetry, sports

conditioning, and more. Club offerings are responsive to student voice, and new partnerships are regularly pursued to provide an evolving and inclusive menu of opportunities.

Our athletics program continues to expand and now includes both CIF and non-CIF sports. Students can join teams such as Girls' and Boys' Basketball, Soccer, Volleyball, Cross Country, Flag Football, Baseball, and Softball, in addition to SRLA and Cheer. Student-athletes participate in games, practices, Senior Nights, and our annual All-Athletics Banquet, celebrating growth and achievement in sports.

For students not enrolled in intervention or credit recovery, VAHS offers a diverse set of elective courses to encourage academic exploration and creative expression. Electives such as Theater, Film, Art, Physical Education, Communications, and Student Council culminate in performance-based or project-based learning experiences that highlight student growth and mastery.

Together, our intervention and enrichment programs reflect VAHS's deep belief that all students deserve access to both support and opportunity—ensuring academic achievement, personal development, and college readiness for every learner.

1.9c Independent Study

Bright Star Schools has developed and adopted a Board approved Independent Study policy in accordance with California Ed Code 51744-51729.6. This Independent Study (IS) program ensures continuity of learning for students who are temporarily away from school for 15 school days or fewer. The program may include pre-assigned coursework, daily live interaction, and weekly synchronous instruction to maintain academic progress and attendance compliance, in accordance with state legal requirements.

Daily live interaction may be led by a trained school staff member to monitor student progress and support engagement. These interactions are typically scheduled in advance in collaboration with families and school teams, taking time zone differences into account.

Students may also receive at least one synchronous instructional session per week from their Teacher of Record, delivered through platforms like Zoom, Google Classroom, or WhatsApp. Students may have the opportunity to engage in office hours and online materials to support their engagement.

All interactions and instruction are documented in an Independent Study Tracker, which includes attendance, session notes, and submission of coursework.

1.9d: Curricular and Instructional Materials

The instructional program is grounded in the school's mission to ensure all students master the **State Standards**. All courses are standards-based and designed using the **Understanding by Design (UbD)** framework to promote deep understanding and purposeful learning. Curriculum materials are selected through a collaborative process that involves both teachers and administrators, who evaluate resources for alignment with content standards, instructional goals, and the school's vision for high-quality, equitable education. To ensure coherence across grade levels and content areas, all curricular decisions are made within the context of a comprehensive, schoolwide instructional plan. Textbooks and supplemental materials are chosen not only for rigor and relevance but also to promote interdisciplinary connections and innovation in teaching and learning. The educational program includes core courses in English Language Arts, math, science, and history, as well as a range of enrichment and intervention supports, all of which are detailed below alongside corresponding instructional materials.

Current Curricular Overview							
	ELA	**ELD**	**Math**	**Science**	**History**	**PE**	**World Lang./Arts**
9th	Springboard	Data Works	Illustrative Mathematics i-Ready*	Mystery Science	Units aligned to History/Social Science CA Standards Epic! Digital library Supplementary Curriculum: Expeditionary Learning (History based modules)and Learning for Justice	Units aligned to: Physical Education CA Standards	Vista Higher Learning
10th							
11th							
12th							

Student Development of Technology-Related Skills and Student Use and Preparation to Take Computer-Based State Standardized Assessments

VAHS scholars graduate with technology skills on many different platforms that have been used to enhance their learning throughout their 4 years. Students also use their laptops to engage in standardized test, online curriculum and personalized pathways. Some of the computer based programs students use for learning in their classes are:

- **i-Ready** - It is an online program for reading and math that helps teachers assess student's needs, personalize their learning, and monitor progress throughout the year. It enables teachers to meet students at their level and use data to boost learning gains. Students that are below grade level can use the platform as a form of intervention during FLEX period. VAHS also uses I-Ready as a summative assessment to gauge their progress three times a year. This supports their preparation for the state test SBAC which is computer based.

- **Illustrative Math ("IM")** - problem-based, standards-aligned math curriculum designed to foster deep conceptual understanding, reasoning, and discourse, with digital access

    - **Desmos**: digital platform that enhances math instruction through interactive tools and technology. When used with the Illustrative Mathematics (IM) curriculum, the Desmos Classroom platform provides a digital version of the IM curriculum, designed to support student-centered, inquiry-based learning.

- **SpringBoard-** SpringBoard is a College Board-aligned English Language Arts curriculum used in our high school classrooms to build skills in close reading, analytical writing, and academic discussion. Through the SpringBoard online platform, students engage with interactive lessons, annotate texts digitally, and access writing scaffolds and formative assessments. The digital tools support differentiated instruction, allow for real-time feedback, and help teachers track student progress toward college and career readiness.

- **Edgenuity-** Edgenuity is an online learning platform used primarily for credit recovery and independent study. It allows students to complete coursework at their own pace with teacher support, ensuring they stay on track for graduation while meeting state academic standards.

- **Panorama Education -** Panorama is a data-driven platform that supports VAHS in understanding and improving stakeholder outcomes related to SEL, school climate, and engagement. Through parent, student and staff surveys, Panorama helps educators tailor supports and interventions to meet student needs.

- **Khan Academy-** Khan Academy is a free, online learning platform that offers standards-aligned instructional videos, practice exercises, and assessments across multiple subjects. At our school, it is primarily used to support individualized learning in math and to reinforce classroom instruction through self-paced practice.

- **Kahoot/ Peardeck/ Quizlet-** these interactive digital tools used to enhance student engagement,

check for understanding, and support active learning. Teachers use these platforms to create real-time quizzes, flashcards, and interactive lessons that promote participation and reinforce content knowledge. These tools make learning more dynamic and allow for immediate feedback, helping students retain information and teachers adjust instruction as needed.

- **Illuminate by Renaissance:** Illuminate is a comprehensive assessment and data platform used to support instruction, track student progress, and inform data-driven decisions. Through benchmark assessments, formative quizzes, and data reports, teachers can monitor academic growth and tailor instruction to meet individual student needs. Illuminate helps ensure instructional alignment with standards and supports a culture of continuous improvement.

- **InnerOrbit:** InnerOrbit provides a bank of questions and lesson materials that are aligned with NGSS standards. Questions and materials are centered in phenomenon and provide an inquiry based approach to learning and thinking about science standards. Question sets are designed to address Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts and to prepare students for the rigor of CAST testing.

- **AP Classroom:** AP Classroom is an online platform developed by the College Board to support Advanced Placement courses. It provides teachers and students with access to instructional resources, progress checks, unit guides, and practice assessments aligned with AP course standards.

- **GoGuardian:** GoGuardian is a classroom management and internet safety tool that allows teachers to monitor and manage student Chromebook activity during class. It helps ensure students stay focused on instructional content by allowing teachers to view screens, close distracting tabs, and guide online behavior in real time. The platform also supports digital citizenship and helps maintain a safe and productive learning environment.

- **Google Classroom and Apps-** Google Classroom serves as our school's primary learning management system, streamlining communication, assignment distribution, and feedback between teachers and students. It integrates seamlessly with Google Apps—such as Docs, Slides, Sheets, and Drive—which support collaboration, digital organization, and real-time editing. These tools are used across all grade levels to enhance instruction, promote digital literacy, and prepare students for college and career readiness.

In summary, students develop their technology skills through utilizing all these programs. At Bright Star, we have a 1:1 ratio of students and chromebooks. At our school, technology is intentionally used as a tool to

supplement and enhance student learning, not replace it. Our goal is to equip students with the digital skills and critical thinking necessary to thrive in an increasingly technology-driven world. We prioritize digital literacy and responsible technology use, ensuring students are not only proficient with tools like Chromebooks, Google Workspace, and educational platforms, but also understand how to navigate the internet safely and effectively.

Teachers integrate technology to teach students how to conduct effective online research, evaluate sources for credibility, and apply best practices for academic inquiry. Through structured activities and guided practice, students learn to distinguish reliable information from misinformation, preparing them to be informed digital citizens. Additionally, we emphasize cyber safety, ethical use, and digital collaboration, reinforcing both academic and real-world technology competencies.

Literacy Skills Assessed in i-Ready
Grades 9-12
Vocabulary
• Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Knowledge of Greek and Latin Roots and Affixes • Understand Word Relationships (e.g., Connotations) • Analyze Figurative Language
Comprehension: Literature
• Make Inferences • Cite Textual Evidence • Analyze Development of Multiple Themes • Summarize Text • Analyze How Story Elements Interact • Analyze Structure/Elements of Poetry, Plays, Stories • Interpret Figurative Language, Allusions, and Connotations • Analyze Word Choice, Impact on Meaning and Tone • Analyze Point of View and How It Is Conveyed • Compare and Contrast Literary Texts and Multimedia Presentations of the Texts
Comprehension: Informational Texts
• Make Inferences • Cite Textual Evidence • Analyze Development of Central Ideas and Supporting Details • Summarize Text

• Analyze Interactions among Individuals, Events, and Ideas • Analyze the Impact of Text Structure on Meaning • Understand Unfamiliar Words/Figurative, Connotative, Technical Meanings • Analyze Author's Point of View, Purpose, and Rhetorical Techniques • Evaluate Arguments/Persuasive Techniques • Compare, Contrast, and Integrate Information from Various Print and Digital Sources
Phonics
• Decoding/Encoding/Sorting • Multi-Syllable Words: Multi-Syllable Decoding Strategies; Types of Syllables; Words with Prefixes; Words with Suffixes

1.10-11: Curriculum Course Descriptions

Subject Area	Grad Requirements	9th Grade	10th Grade	11th Grade	12th Grade
History-Social Science (A)	4 years	World History*	Ethnic Studies*	U.S. History* AP U.S. History*	Economics /Government*(1 semester each) Economics/AP Government*(1 semester each) AP Seminar*
English Language Arts (B)	4 years	English 9*	English 10* Honors English 10**	English 11* AP English Language*	English 12* AP English Literature*
Mathematics (C)	4 years	Algebra 1* Math Lab*	Geometry*	Algebra 2* AP Pre-calculus*	AP Pre-calculus AP Calculus Statistics
Science (D)	3 years	Biology*	Chemistry* Honors Chemistry**	Integrated Science* Physics* AP Biology* AP Environmental Studies*	Physics* AP Biology* AP Environmental Studies*

English Language Development		ELD 1* ELD 2* ELD 3	ELD 1 ELD 2 ELD 3	ELD 1 ELD 2 ELD 3	ELD 1 ELD 2 ELD 3
World Languages (E)	2 years	Native Spanish 1* Non-Native Spanish 1*	Native Spanish 2* Non-Native Spanish 2* AP Spanish Language*	Non-Native Spanish 2* AP Spanish Lit*	AP Spanish Literature*
Visual and Performing Arts (F) (may include)	2 years		Student Council* Current Events*	Art* Theatre* Intro to Film* Student Council* Current Events*	Art* Theatre* Intro to Film* Student Council* Current Events*
College Prep Electives (G) (may include)	1 Year		Dual Enrollment Course*	Dual Enrollment Course*	Dual Enrollment Course* Economics*
Physical Education	1 year	Physical Education or in 10th grade	Physical Education		

NOTE FOR CHART ABOVE: * Indicates that the course will meet A-G requirements and has already been approved on UC Doorways.

** Charter School currently offers these classes based on student demand and scheduling availability, rather than a formal honors program.

COURSE DESCRIPTIONS – HISTORY AND SOCIAL SCIENCES (A)

1. Modern World History (Core Academic, A-G)

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II, Nationalism and Globalization. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review. Students analyze the causes and consequences of these events in a global context. The course emphasizes the development of intellectual and reasoning skills such as chronological and spatial thinking, historical research and analysis, and historical interpretation. Students compare the past to the present, examine change and continuity over time, and use historical evidence to interpret multiple perspectives on global events. They will collect and evaluate

primary and secondary sources to support arguments, identify bias and historical complexity, and recognize the environmental, political, economic, and cultural dimensions of historical change. In doing so, students relate past events to contemporary international relations and current global challenges, equipping them to better understand the modern world and their place within it.

2. Ethnic Studies (Core Academic, A-G)

This course is a rigorous, inquiry-based course that explores the histories, identities, and experiences of marginalized communities in the United States. Students examine origin stories, migration, systemic oppression, and social movements through the lenses of Indigenous, African American, Jewish, Hispanic, Asian, and Arab American experiences. Grounded in historical thinking skills such as causation, continuity and change, comparison, and evaluating evidence, the course invites students to critically examine how origin stories, cultural values, systems of oppression, and social hierarchies have shaped American society from its foundations to the present. Each unit is organized around an essential question and a priority skill, guiding students to engage deeply with questions of identity, power, and resistance. Emphasizing critical thinking, historical empathy, and civic engagement, the course integrates projects such as oral histories, mural creation, and service learning. It culminates in student-led community action, empowering learners to envision and contribute to a more just and equitable society.

3. United States History (Core Academic, A-G)

The course begins with a review of early U.S. history, from colonial settlement and the American Revolution to westward expansion, the Civil War, and Reconstruction, to build continuity with prior learning and establish a strong chronological foundation. Students then explore key turning points from the Industrial Revolution through the 20th century, with emphasis on the evolving role of the federal government and courts, the tension between individual and states' rights, and the ongoing struggle for civil rights. The curriculum also highlights the rise of a modern economy, technological impacts on society, movements for racial and gender equity, and the emergence of the United States. as a global power. Throughout the course, students develop and apply intellectual, reasoning, reflection, and research skills integral to historical inquiry. These include comparing the present with the past to evaluate consequences and lessons learned, analyzing change and continuity over time, and interpreting migration patterns, cultural diffusion, and environmental impacts using maps and historical documents. Students examine bias and competing interpretations in historical accounts, construct and test hypotheses using multiple sources, and make connections between specific events and broader social, economic, and political trends. By interpreting events in historical context and recognizing the complexity of cause and effect, students engage in a rich examination of American history that prepares them to think critically

about the past and its relevance to current issues.

4. AP United States History (Core Academic, A-G)

This Advanced Placement United States History ("APUSH") course offers a college-level, in-depth study of U.S. history from 1491 to the present, aligned to the AP U.S. History Course and Exam Framework. While covering the same historical content as a standard U.S. History course, APUSH emphasizes the development of historical thinking skills such as analyzing evidence, making comparisons, understanding causation, and developing evidence-based arguments. Students will explore major themes, such as American and national identity, politics and power, and culture and society, through the lens of nine chronological periods. The course includes additional homework, reading, and writing assignments designed to prepare students for the AP Exam.

5. Government (College Prep Elective, A-G)

This course examines the foundations and functions of representative democracy, emphasizing the importance of civic understanding and active participation in democratic processes. Students explore how government impacts daily life, ranging from public safety and education to civil liberties and individual rights, while encouraging informed, engaged citizenship. Core topics include the growth of democracy, federalism, the separation of powers, civil rights and liberties, civic participation, public policy, and comparative government. Throughout the course students develop skills such as comparing past and present political systems, evaluating cause and effect in government decisions, and analyzing how changes in political values and beliefs occur over time. They utilize a variety of maps, documents, and data to interpret political behavior and demographic shifts, and they critically assess bias and differing viewpoints in political discourse. By constructing evidence-based arguments, testing hypotheses, and examining the complexities of policy outcomes within historical and contemporary contexts, students strengthen their ability to engage thoughtfully in civic life. These skills are cultivated through analysis, discussion, technology-enhanced presentations, and connections to real-world issues, preparing students to become knowledgeable, reflective participants in democracy.

6. AP Government (College Prep Elective, A-G)

AP United States Government and Politics is a college-level course that provides students with a comprehensive and analytical understanding of the American political system. Aligned with the AP framework, the course covers the constitutional foundations of democracy, interactions among government institutions, civil liberties and civil rights, political beliefs and behaviors, and the role of political participation in shaping public policy. Students engage deeply with primary sources such as the U.S. Constitution, Federalist and Anti-

Federalist writings, and landmark Supreme Court decisions, while developing skills in argumentation, data analysis, source evaluation, and application of political concepts to real-world scenarios. Through inquiry students learn to evaluate competing political arguments and understand the impact of individuals, institutions, and ideologies on American governance.

7. AP Seminar (College Prep Elective, A-G)

This course is an interdisciplinary, project-based course that develops students' skills in research, analysis, evidence-based writing, and presentation. Through inquiry and collaboration, students explore real-world issues from multiple perspectives and build the critical thinking and communication skills needed for college and career success.

COURSE DESCRIPTIONS – ENGLISH LANGUAGE ARTS (B)

1. English 9 (Core Academic, A-G)

English 9 is based on the ELA CCSS with emphasis on the skills and knowledge that pertain to ninth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students must be able to independently and proficiently read texts from a variety of genres, including both informational and literary texts. To build such proficiency, students must engage in critical close reading of sufficiently complex grade-level texts. The course will also cover the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. In addition, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. Students are exposed to classic, modern, technical and electronic works of literature and information.

2. English 10 (Core Academic, A-G)

English 10 is based on the ELA CCSS with emphasis on the skills and knowledge that pertain to tenth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources Students will be exposed to world literature, technical and electronic works of literature as well as informational material in order to complete writing tasks such as persuasive essays and literary analysis showing mastery of a

variety of literary devices.

3. Honors English 10 (Core Academic, A-G)

Accelerated English 10 is a rigorous course for students with advanced proficiency in English language arts. Students engage with complex texts, produce analytical and argumentative writing, and actively contribute to class discussions and debates to deepen critical thinking and communication skills. There is also an increased focus on persuasive writing literary analysis with an emphasis on literary devices and responses to literature.

4. English 11 (Core Academic, A-G)

English 11 is based on the ELA CCSS with emphasis on the skills and knowledge that pertain to eleventh grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic American literature, technical and electronic works of literature as well as informational material. They also focus on writing tasks such as rhetorical analysis, speeches, personal narrative and literary and poetic analysis. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students 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.

5. English 12 (Core Academic, A-G)

English 12 is based on the ELA CCSS with emphasis on the skills and knowledge that pertain to twelfth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic world literature, technical and electronic works of literature, as well as informational material and respond to historically or culturally significant works of literature. This course examines the artistic qualities of the works studied and their contributions to an understanding of the universal human condition. 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.

6. AP English Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

7. AP English Literature and Composition

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

COURSE DESCRIPTIONS – MATHEMATICS (C)

1. Math Lab (A-G)

This course utilizes the Illustrative Mathematics “Algebra 1 Extra Supports” curriculum, which is designed to coordinate with the instruction students receive in their core math class. This course is in addition to, never a replacement for, core math and utilizes a “just-in-time” approach to support access to and mastery of grade level standards.

2. Algebra I (Core Academic, A-G)

Algebra I follows the Math CCSS and introduces students to the foundational concepts of algebra through patterns, functions, and symbolic reasoning. The course emphasizes five key areas: solving and interpreting linear equations and inequalities; comparing linear, exponential, and quadratic functions; using sequences to model real-world scenarios; applying regression techniques; and modeling with equations and systems. Students develop fluency in mathematical reasoning and problem-solving to prepare for higher-level math courses.

3. Geometry (Core Academic, A-G)

Geometry is based on the Math CCSS and presents geometrical concepts and patterns that are important to

the development of students' thinking and problem-solving skills. Students learn geometry theorems involving two and three dimensions and will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.

4. Algebra II (Core Academic, A-G)

Algebra II is based on the Math CCSS and expands the mathematical content and concepts of Algebra I and Geometry. Students explore a range of topics, beginning with sequences and revisiting linear and exponential functions. Students work extensively with polynomial, rational, exponential and logarithmic functions. They learn to transform functions and model period behavior with trigonometric functions.

5. AP Pre-Calculus (Core Academic, A-G)

AP Precalculus prepares students for college-level math by exploring functions, modeling, and problem-solving across a variety of contexts. The course focuses on polynomial, rational, exponential, and trigonometric functions, helping students build a strong foundation for calculus and other advanced math courses. Students will leave this course with a deeper appreciation of the interaction between mathematics and the world around them, and will be equipped with the procedural fluency to handle the conceptual and numerical rigor of calculus.

6. AP Calculus AB (Core Academic, A-G)

AP Calculus offers a rigorous, college-level experience designed to deepen students' understanding of calculus concepts through multiple representations—numerical, graphical, analytical, and verbal. The course emphasizes problem-solving, academic perseverance, collaboration, and self-reflection. Students develop skills in graphing functions, analyzing derivatives and integrals, and using technology to support conceptual understanding. By year's end, students are prepared for both the AP exam and the academic demands of college-level mathematics.

7. Statistics (Core Academic, A-G)

Statistics introduces students to fundamental concepts and methods for collecting, analyzing, and interpreting data. The course covers descriptive statistics, probability, data distributions, and basic inferential techniques. Emphasizing practical applications and critical thinking, students learn to communicate findings clearly and use technology to support data analysis. This course builds foundational skills for further study and real-world problem solving.

COURSE DESCRIPTIONS—SCIENCE (D)

1. Biology (Core Academic, A-G)

This comprehensive standards-based Biology course provides students with a deep understanding of the structure and function of living systems, from molecules to ecosystems. Core topics include cell structure and function, gene regulation, inheritance and variation of traits, natural selection and evolution, biodiversity, ecosystem dynamics, and human impacts on the environment. Students engage in scientific practices through hands-on laboratory investigations, data analysis, and collaborative problem-solving. The course emphasizes critical thinking, scientific reasoning, and effective communication, while supporting literacy and analytical skills aligned with ELA CCSS and NGSS.

2. Chemistry (Core Academic, A-G)

This standards-based Chemistry course explores the structure and properties of matter and the transformations it undergoes. Major topics include atomic structure, periodic trends, chemical bonding, chemical reactions, conservation of mass, energy transfer in physical and chemical processes, gas behavior, and the cycling of matter in Earth systems. Students also investigate how human activities influence chemical processes and environmental systems. The course emphasizes hands-on laboratory investigations, data interpretation, and the use of models and simulations to deepen conceptual understanding. Students develop skills in quantitative reasoning, critical thinking, and scientific communication, with connections to real-world challenges. Instruction is aligned with the Common Core Literacy Standards and the three dimensions of the NGSS: Disciplinary Core Ideas (“DCIs”), Science and Engineering Practices (“SEPs”), and Crosscutting Concepts (“CCCs”).

3. Honors Chemistry (Core Academic, A-G)

Honors Chemistry is an accelerated, standards-based course designed for students seeking a deeper and more rigorous exploration of chemical principles including atomic structure, chemical bonding, stoichiometry, thermodynamics, kinetics, equilibrium, acids and bases, and introduction to organic chemistry. The course emphasizes advanced problem-solving, analytical thinking, and the development of strong laboratory skills. Students engage with complex concepts through hands-on experiments and interdisciplinary applications, laying a solid foundation for future advanced science coursework.

4. Physics (Core Academic, A-G)

This standards-based Physics course provides students with a deep understanding of the fundamental principles governing motion, forces, and energy in the universe. Key concepts include kinematics, Newton’s laws of motion, conservation of energy and momentum, gravitational and contact forces, thermal energy

transfer, wave behavior, and the relationship between electricity and magnetism. Through hands-on laboratory investigations, engineering design challenges, data analysis, and modeling, students develop strong mathematical reasoning, analytical thinking, and scientific communication skills. The course emphasizes real-world applications and interdisciplinary learning, with instruction aligned to the Common Core Literacy Standards and the three dimensions of the NGSS (DCI, SEPs, and CCCs).

5. Integrated Science (Core Academic, A-G)

This interdisciplinary course integrates foundational concepts from biology, chemistry, physics, and Earth science to provide a cohesive understanding of scientific principles. Emphasizing inquiry, critical thinking, and hands-on experimentation, students explore fundamental scientific principles and their real-world applications. This course develops skills in data analysis, problem-solving, and scientific reasoning, preparing students for advanced science study and STEM careers.

6. AP Environmental Studies (Core Academic, A-G)

This college-level course engages students in an in-depth study of the complex interactions between Earth's natural systems and the human activities that influence them. Through topics such as ecology, biodiversity, climate change, pollution, resource management, and sustainability, students develop a systems-thinking approach to understanding environmental challenges. Emphasizing scientific inquiry, critical analysis, and real-world application, the course integrates data-driven labs, field investigations, and collaborative problem-solving. Students are prepared for the AP exam and empowered to become informed, responsible stewards of the environment.

7. AP Biology (Core Academic, A-G)

This college-level course follows the College Board's AP Biology Curriculum Framework and is structured around four Big Ideas: (1) Evolution, (2) Cellular Processes: Energy and Communication, (3) Genetics and Information Transfer, and (4) Interactions. These themes provide a unifying foundation for students to explore the complexity, diversity, and interconnectedness of life on Earth.

Students engage deeply with core biological concepts through evidence-based reasoning, guided inquiry, and hands-on investigation. Topics include natural selection, cell structure and function, gene expression and regulation, biotechnology, ecology, and homeostasis across biological systems. Throughout the course, students develop and apply the AP Science Practices—such as modeling biological processes, analyzing data, justifying scientific claims, and designing experiments—preparing them for success on the AP exam and in future scientific study.

The curriculum emphasizes interdisciplinary thinking, ethical and global considerations, and real-world application. Lab experiences aligned with the AP Biology lab manual deepen students' understanding of scientific processes and reinforce the development of critical thinking and problem-solving skills. By the end of the course, students are equipped not only to succeed in college-level biology but also to think critically about the role of science in society and the environment.

COURSE DESCRIPTIONS—English Language Development

1. ELD 1 (Core Academic)

This course is designed for students who display oral English fluency at the emerging/beginning level and have limited/no literacy skills in English. This course supports students in the Initial ELPAC novice level and/or Summative ELPAC minimally to somewhat developed. This course supports emerging English learners in developing foundational skills in reading, writing, listening, and speaking. The course is driven by the 2012 ELD Standards focusing on interacting in meaningful ways, learning about how English works, and foundational literacy skills.

2. ELD 2 (Core Academic)

This course is designed for students who display overall mid-range expanding to mid-range bridging levels on the ELPAC assessment. This course supports students in the Summative ELPAC somewhat developed to moderately developed. This course is driven by 2012 ELD standards and supports advanced language acquisition requiring students to put into practice the use of academic language in all four language domains (reading, writing, listening and speaking) across curriculum areas.

3. ELD 3 (Core Academic)

This course is designed for students who display overall proficiency levels of mid-range expanding to bridging on the ELPAC assessment. This course supports students at later stages of English proficiency, including students in the Summative ELPAC moderately developed to well-developed level. The course is driven by the 2012 CA ELD Standards, and supports advanced language acquisition in the following ways: allows students to develop fluency in academic language, and includes assignments and activities that require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development, and formal conventions.

COURSE DESCRIPTIONS – FOREIGN LANGUAGE (E)

1. **Native Spanish I (Core Academic, A-G)**

This course is designed for students with foundational Spanish skills to further develop advanced communication and literacy. The course emphasizes grammar, vocabulary, reading comprehension, writing, and oral expression within culturally relevant contexts. Students deepen their understanding of Spanish language structures while exploring diverse Hispanic cultures and traditions.

2. **Non-Native Spanish 1 (Core Academic, A-G)**

This course is an introductory course for beginning learners, focusing on basic communication skills and cultural awareness. Students develop proficiency in listening, speaking, reading, and writing through vocabulary building, grammar fundamentals, and conversational practice. The course also introduces students to Hispanic cultures to foster cross-cultural understanding.

3. **Native Spanish 2 (Core Academic, A-G)**

This course builds upon students' existing language foundation to strengthen academic reading, writing, and advanced grammar skills. The course emphasizes formal language use, literary analysis, structured composition, and cultural studies from across the Spanish-speaking world. Students deepen their fluency and cultural understanding through the study of texts, current events, and creative expression.

4. **Non Native Spanish 2 (Core Academic, A-G)**

This course continues the development of basic communication skills acquired in Spanish 1, with increased focus on verb tenses, sentence structure, and conversational fluency. Students expand vocabulary, enhance listening and reading comprehension, and improve writing in practical and cultural contexts. The course supports language acquisition through interactive practice and cultural exploration.

5. **AP Spanish Language and Culture (Core Academic, A-G)**

This course is a rigorous, college-level course that emphasizes advanced communication skills in interpersonal, interpretive, and presentational modes. Students engage with authentic texts, media, and conversations to explore cultural themes and contemporary issues across the Spanish-speaking world. Students learn to understand Spanish when they hear it and read it, hold conversations in real-life situations, and write stories, letters, emails, essays, and other texts. Overall, the course develops fluency and cultural competence in preparation for the AP exam and college-level Spanish.

6. AP Spanish Literature and Culture (Core Academic, A-G)

This course is an advanced course focused on the critical reading and analysis of canonical works from Spain, Latin America, and the U.S. Latino experience. Students study literary movements, genres, and historical contexts while developing interpretive and analytical writing skills in Spanish. The course prepares students for the AP exam and deepens their understanding of the cultural and literary richness of the Spanish-speaking world.

COURSE DESCRIPTIONS – VISUAL AND PERFORMING ARTS (G)

1. Theatre (A-G)

This course is an engaging, standards-based course that introduces students to the fundamentals of acting, stagecraft, and theatrical production. Emphasizing creativity, collaboration, and communication, students explore performance techniques, script analysis, and the history of theatre. The course provides hands-on opportunities in acting, directing, and technical aspects, fostering confidence and artistic expression.

2. Introduction to Film (A-G)

This course explores the history, techniques, and cultural impact of cinema as an art form and medium of communication. Students analyze film elements such as narrative structure, cinematography, editing, and sound, while critically viewing and discussing significant works across genres and eras. The course emphasizes visual literacy, written analysis, and appreciation of global film as literature.

3. Art (A-G)

This class introduces students to the elements and principles of design through hands-on exploration in drawing, painting, sculpture, and mixed media. Emphasizing creative expression, visual analysis, and art history, the course fosters artistic skill development and cultural appreciation. Students learn to interpret, critique, and reflect on visual works while building a strong foundation in studio art practices.

4. Student Council (A-G)

This course provides students with leadership development through practical experience in school governance, event planning, and community service. Emphasizing collaboration, communication, and civic responsibility, students learn to represent their peers, make decisions, and contribute to school culture. Students in this course help with planning and executing school wide events and assemblies throughout the school year.

5. **Current Events (A-G)**

Current Events is a year-long project-based course culminating with students creating a publication reporting on events that directly impact various cultures and society at large, as well as events that impact and connect directly to the school and the community. Through the Social Science standards students will engage in discussion and debate of contentious topics in the United States today. In grappling with these moral questions, students will dig into the research on these issues, apply concepts of identity, family, tradition, culture, political philosophy, while evaluating conflict.

COURSE DESCRIPTIONS – COLLEGE PREPARATORY ELECTIVE (NON-CORE)

1. **Dual Enrollment**

Dual Enrollment options will be available to students, offering the opportunity to earn both High School elective credit as well as college credit through the completion of the single course. Dual enrollment courses are taught in person by a college professor from an accredited college or university with which Valor Academy has established a partnership. In the coming 2025-26 school year, Valor Academy offers our dual enrollment courses in partnership with Mission College. Courses will rotate each semester based on scheduling and availability. Selected classes are chosen based on expressed student interest and within the CAL GETC sequence to best equip students with college credits that are transferable at any CSU or UC. Ensuring all dual enrollment classes are approved for CAL GETC credit helps VAHS students fulfil the core class requirements at the college level. Dual Enrollment course credits empower students to save time and money in their post-secondary education, and vastly improves their outcomes for persistence and graduation.

COURSE DESCRIPTIONS – Physical Education

1. **Physical Education-** The Physical Education program is designed to develop students' physical fitness, motor skills, and knowledge of health-related practices. Instruction emphasizes lifelong wellness through structured physical activity, cooperative games, and skill development. Students engage in activities that foster discipline, teamwork, and personal responsibility, while building an understanding of the connection between physical activity and overall well-being.

1.12: Charter School's Graduation Requirements

Valor Academy High School's graduation requirements are in alignment with the A-G requirements of the University of California and the California State University system to ensure that our mission and vision for all

students are achieved. For all courses, to earn credits, students must pass with a grade of 70% or better, ensuring that all students are prepared to enroll in a four-year college or university.

In addition to A-G requirements, students must also earn 220 credits. Most semester-long courses taken at a Bright Star School will earn five credits, while most yearlong courses will earn ten credits. The provided VAHS schedule will enable students to meet graduation requirements within 4 years.

Graduation requirements are communicated to families in the family handbook, which is offered in both English and Spanish, at the start of the year or when the student enrolls. Additionally, the family handbook is offered to families at our family events and in the College Knowledge seminars for all parents, where graduation requirements are also reviewed.

Required Coursework: All students must complete the A-G Required Coursework along with one PE course and 60 credits of electives.

A-G Requirement	**Requirement Description**	**Credits Earned**
History / Social Science (A)	Two years - History or Social Science, including World History and United States History	20
English (B)	Four years - College Preparatory English	40
Math (C)	Three years - College Preparatory Math, including Algebra 1, Geometry, and Algebra II	30
Lab Science (D)	Two years - Laboratory Science, two years of Lab Science	20
Foreign Language (E)	Two years - Foreign Language (non-English, in the same language)	20
Visual and Performing Arts (F)	One year - Visual & Performing Arts	10
College-Preparatory Elective (G)	College Prep Electives, one additional course in requirements A-F	10
-	Physical Education	10
-	Electives	60

VAHS's instructional program provides options that will ensure students meet the College/Career indicators by:

- Offering robust Advanced Placement course options in a variety of content areas and requiring that all AP students take the AP Exams
- Ensuring that all courses are A-G approved
- Providing students with the opportunity to enroll in College Credit Courses and be dually enrolled in a local Community College
- Measuring grade-level proficiency in 11th Grade when students take the Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics

1.13: Support for Credit Recovery, Transfer Students, Graduation Exemptions

Credit Recovery

VAHS offers a comprehensive summer school program available to all students who need credit recovery at no cost. To select the students that will need summer school, the counseling team thoroughly analyzes student transcripts to identify the students and courses that are needed, which then is shared with the summer school team. For students unable to attend summer school due to family or other circumstances, the school also offers online credit recovery programs as an option. Additionally, our counseling team works diligently to analyze students' transcripts and ensure that if they did not complete a course requirement in the previous academic year or summer term, they are re-enlisted in the course for the following year.

Ensuring Transfer Students Meet Graduation Requirements

For transfer students entering Valor Academy High School, credits from an accredited high school will be entered on their transcript and applied towards graduation credits. Upon enrollment, the grade-level counselor works closely with transfer students to ensure that they are able to meet graduation and college entrance requirements. When we get a transfer student, we carefully analyze their coursework history from previous schools and perform an intake meeting with the student's family and their counselor to create an academic plan. Students with credit deficiency will be offered online credit recovery options, as well as summer school or community college course options. Every student who unenrolls from VAHS also receives a transcript to provide them with an official record of courses completed and credits earned at our school.

Ensuring VAHS Students Are College and Career Ready

Valor Academy High School's mission is to ensure 100% of our students have the opportunity to be accepted and succeed in college. We do this by providing multiple pathways to ensure students are prepared for college

and career, consistent with the California Department of Education's College/Career Indicator (CCI). All students complete A–G requirements, and have access to Advanced Placement courses and Dual Enrollment Courses—allowing students to earn college credit. Additional supports, including academic counseling, college and career workshops, and service-learning projects, provide students with practical experience and guidance, enabling them to demonstrate readiness for postsecondary success through course completion, assessments, and CCI measures.

Graduation Requirements for Homeless/Foster & At Risk Youth (I.e. former juvenile court, military family, migratory, and newcomer)

At VAHS, we provide holistic academic support for all students, including those who are homeless or foster youth. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison. Homeless students who transfer to VAHS any time after the completion of their second year of high school shall be exempt from any our graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code Section 51225.3 ("additional graduation requirements") unless we make a finding that the student is reasonably able to complete our graduation requirements by the end of the student's fourth year of high school. To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption. Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into VAHS, we shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

Per Education Code Sections 51225.1 and 51225.2., VAHS shall exempt a homeless student, foster youth, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from VAHS's graduation requirements that exceed state requirements, except if we determine that the student is able to complete the graduation requirements by the end of their fourth year in high school.

1.14: Plan and Timeline for Obtaining WASC Accreditation

Valor Academy High School completed the WASC Accreditation process in the previous school year to this renewal petition (2024-25). Following the visiting committee's assessment of our school, we were awarded the full six-year accreditation term. The notification of confirmation letter received from WASC read as follows:

> The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2025 Commission Meeting. The ACS WASC Commissioners have determined Valor Academy High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.
>
> It is the decision of the Commission to grant six-year accreditation status through June 30, 2031 with a mid-cycle visit during the 2027-2028 school year.

The above midyear visit will be assessing progress on the three goals listed in our WASC Self Study, which align with our LCAP Goals. The three goals center around improved academic outcomes (particularly in Math, ELPI, and continued growth in AP pass rates); continued development of restorative practices, and continued upkeep of facilities.

In preparation for the midyear visit, VAHS will continue to monitor all data as described in the conclusion of our Self-Study Report:

> The leadership team spearheaded by the principal team is primarily responsible for monitoring progress on the action plan, achievement of schoolwide learner outcomes, identifying critical learner needs, and achievement of academic standards. All faculty are involved in evaluating these areas each year through professional development devoted to the analysis and evaluation of the entirety of the school program. Selected stakeholders from VAHS staff and the larger Valor Academy community provide input and write the LCAP every winter/spring. Leadership from Bright Star Schools and members from the Los Angeles Unified School District also visit, audit, and evaluate the school on an annual basis to monitor and evaluate progress of the schoolwide goals.

The school's plan for improving academic performance, and expanding restorative practices has been described in previous sections throughout this petition (see section 1.2).

Maintenance of Facilities is a top priority for which a Dean of Operations oversees locally and reports to the Bright Star Schools Vice President of Operations. With proper implementation of the LCAP annual data review, and oversight from school and organization leadership, VAHS anticipates a fully successful mid-cycle visit.

Given that the term of accreditation is through June 30, 2031, this accreditation will remain valid through the term of the charter herein being sought.

1.15: Communication with Parents Regarding Course Transferability and College Entrance Requirements

Valor Academy High School understands that parent involvement and engagement in our students' education are essential to the success of our scholars, especially concerning graduation and post-secondary opportunities. The information about A-G courses is shared annually in the Student and Family Handbook and the school offers multiple opportunities for reviewing course transferability and college entrance requirements.

In order to inform families about their child's progress towards meeting graduation and college entrance requirements, at the end of each grading period, we send report cards by mail and digitally via our parent portal. For students who have failing grades, families also receive a notice of danger of failing courses and the possibility of not being on track to graduate, and are advised to schedule a meeting with their child's counselor. Families are also given progress reports every week, attached to the student culture report. Additionally, through our parent portal, we send out important information regarding students' academics and other updates through text messages, voice messages, and mass phone calls. Throughout the school year, VAHS also plans 3-4 schoolwide opportunities for parents to attend Parent Conferences to meet their child's teachers and inquire about their academic and behavioral progress.

The VAHS Counseling Team works with their grade level students and meets with families individually throughout the school year to discuss their child's progress towards graduation, A-G and credit completion, and other academic and college entrance requirements. Additionally, to inform families about college entrance requirements and processes, the Counseling Team collaborates to plan and facilitate group parent workshops to educate families and share resources. Within the context of the counselor relationship with families, as well as the workshops listed below, parents will be informed about the transferability to other high schools and colleges. These workshops include the following topics:

- The Whole Child Approach
- Career Options and Discussions
- Types of Colleges & Their Application Process

- FAFSA & Financial Assistance

If a parent has any questions or concerns about the transferability of courses (due to multitude of reasons including: relocation, dissatisfaction, late transfer to VAHS, etc.), the Counselor will help the family understand the full components of transferability, as needed. VAHS is equipped with a Spanish-speaking Counselor and translators to support should a family need.

1.17: Academic Calendar for the First Year of the New Charter Term

Additional VAHS specific early dismissal (Schedule B) and Schedule D days (not specified on calendar; note: some Schedule D days override the above calendar's Early Dismissal schedule):

- October: Schedule B: 9; Schedule D: 6, 7, 8
- December: Schedule B: 18; Schedule D: 14, 15, 16
- March: Schedule B: 19; Schedule D: 15, 16, 17
- June: Schedule D: 1, 2, 3

1.18: Comprehensive Set of Sample Daily Schedules (Regular, Early Dismissal, Minimum Day) for Each Grade Level to be Served

At VAHS, we realize the time students spend in school is directly linked to the success they will have in demanding colleges and work forces. The schedules included below are the same for each grade level during that particular type of day.

The instructional minutes reflect a typical period of 59 - 105 minutes.

Students participate in a daily morning Advisory period, during which their Advisory teacher serves as their homeroom teacher, engaging students in a morning check-in and reviewing important school announcements.

At VAHS, our FLEX period may take place twice a week on block schedule days (Thursday and Friday) with the same Advisory teacher and cohort of students. During FLEX, students engage in grade-level programming that may include sexual health education, life skills, drug and alcohol education, career exploration, study skills, academic support, social-emotional learning, and college counseling. FLEX also provides time for targeted academic interventions, tutoring, or related services as needed. Additionally, it serves as an ideal opportunity for school-wide or grade-level assemblies to foster community and school spirit.

VAHS Regular Day - Sample Schedule			
	Time	**Min.**	**Period Description**
Advisory	8:30 - 8:41	11	Attendance, announcements and community building
Period 1	8:46 - 9:45	59	English Course
Period 2	9:50 - 10:49	59	Math course
Break	10:49 - 10:59		Breakfast, snack, bathroom breaks, socialization
Period 3	11:04 - 12:03	59	Elective Course- e.g., PE, Resource, Math Lab, ELD
Period 4	12:08 - 1:07	59	Science Course
Lunch	1:07 - 1:37		Lunch, outdoor play, bathroom breaks, socialization
Period 5	1:42 - 2:41	59	World Language- e.g., Native Spanish, Non-Native, AP Spanish
Period 6	2:46 - 3:45	59	Social Science

VAHS Weekly Sample Schedules

Monday / Tuesday			
Schedule A (6-Periods)			
11min Advisory + 59min Periods			
	Start Time	**Minutes**	**End Time**
Advisory	8:30 AM	11	8:41 AM
Period 1	8:46 AM	59	9:45 AM
Period 2	9:50 AM	59	10:49 AM
Break	10:49 AM		10:59 AM
Period 3	11:04 AM	59	12:03 PM
Period 4	12:08 PM	59	1:07 PM
Lunch	1:07 PM		1:37 PM
Period 5	1:42 PM	59	2:41 PM
Period 6	2:46 PM	59	3:45 PM
	Total # of Ins. Mins.	**395**	

Thursday / Friday			
Schedule C (3-Periods Block Schedule)			
10min Advisory + 105min Periods + 50 min Flex			
	Start Time	**Minutes**	**End Time**
Advisory	8:30 AM	10	8:40 AM
Period 1/4	8:45 AM	105	10:30 AM
Break	10:30 AM	10	10:40 AM
Period 2/5	10:45 AM	105	12:30 PM
Lunch	12:30 PM	30	1:00 PM
Period 3/6	1:05 PM	105	2:50 PM
Flex	2:55 PM	50	3:45 PM
	Total # of Ins. Mins.	**395**	

VAHS Sample Shortened Day Schedules

Wednesday			
Schedule B (6-Periods; Early Dismissal; VAHS PD Day)			
10min Advisory + 48min Periods			
	Start Time	**Minutes**	**End Time**
Advisory	8:30 AM	10	8:40 AM
Period 1	8:45 AM	48	9:33 AM
Period 2	9:38 AM	48	10:26 AM
Break	10:26 AM		10:36 AM
Period 3	10:41 AM	48	11:29 AM
Period 4	11:34 AM	48	12:22 PM
Lunch	12:22 PM		12:52 PM
Period 5	12:57 PM	48	1:45 PM
Period 6	1:50 PM	48	2:38 PM
VAHS PD	2:45 PM		4:30 PM
	Total # of Ins. Mins.	**328**	

Schedule D (2-Period Midterms/Finals)			
35min Advisory + 130min Periods			
	Start Time	**Minutes**	**End Time**
Advisory	8:30 AM	35	9:05 AM
Period 1/3/5	9:10 AM	130	11:20 AM
Break	11:20 AM		11:50 AM
Period 2/4/6	11:55 AM	130	2:05 PM
	Total # of Ins. Mins.	**305**	

1.19: Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	131	395	35	328			12	305	178	64800	66885	2085
10	Yes	131	395	35	328			12	305	178	64800	66885	2085
11	Yes	131	395	35	328			12	305	178	64800	66885	2085
12	Yes	131	395	35	328			12	305	178	64800	66885	2085

1.20: If Applicable, Address the Early College and Middle College High Schools Attendance Requirements of Ed. Code section 46146.5

This section is not applicable to VAHS.

1.21: Professional Development

VAHS provides high support and quality professional development to teachers, instructional aides, behavior interventionists, and paraprofessionals in service of advancing teammate's practice and student learning. We believe that in order to deliver a quality educational program for students, teachers and staff should be well versed in their academic content area and in creating optimal conditions for learning. This includes establishing and maintaining high expectations alongside a strong classroom culture.

Professional development for teachers is intentionally structured, data informed, and in support of organizational and school priorities. The annual cycle begins prior to the first day of school, continues throughout the school year, and culminates in the Spring.

Intentional Structures: Professional development structures include whole staff, subgroup based (new versus returning, academic content area), and individualized. They are both job-embedded and on pupil free professional development days that are positioned to analyze interim assessments, climate surveys, and other data points in service of our students.

The learning experience starts by building school leaders' capacity to lead with priorities, student data (ex: academic, attendance), and staff data (ex: years of experience, skillset) in mind. This takes place over the summer so that leaders are equipped to deliver high quality professional development experiences for teachers before the start of the school year.

At the beginning of the school year, all teachers participate in multi-day organization-wide professional development to equip them to start the school year strong with students. Sessions focus on foundational topics such as deeply understanding grade-level content and standards and distinguishing Tier 1 culture versus incident response. Teachers have the opportunity to grow and develop their skills alongside colleagues across various schools, in sessions differentiated by content area (Mathematics, ELA, Science, History, etc.) and focus (English language development strategies, restorative continuum practices, Tier 1 support, etc.). Teachers also participate in school site professional development that focuses on school specific priorities and implementation. In order to ensure new teachers are equipped to internalize the objectives and engage meaningfully on these days, they also participate in multiple days of differentiated PD beforehand.

Throughout the school year, professional development is continuous and exists to build on the yearlong learning journey and to respond to current trends and identified areas of growth. The various structures include school-wide PD; org-wide PD; grade-level band or content specific; job-embedded coaching based on individualized goals and assessment of classroom practice. In addition to supporting our teachers, our school leaders will participate in monthly Communities of Practice to advance their skills as instructional leaders (see 1.2, Key Feature #3: Ongoing Staff PD for details)

Data Informed: VAHS uses classroom observation data, student achievement data, and student survey data

to develop and inform the school site professional development plan. Before the beginning of each school year, the Chief Instructional Officer ("CIO") and Senior Vice Presidents of Leadership Development "SCPLD" review CAASPP data and diagnostic assessment results (such as state aligned interim assessments and i-Ready growth data) to determine the effectiveness of the previous year's instruction and student and teacher needs. They support the principal and principal team to use this information, alongside organizational priorities, to develop school wide goals and training for staff.

Additionally, teacher observation and evaluation data will be closely tracked in our Human Resources ("HR") reporting system to determine trends in teacher needs. Positions to help in this endeavor may include the Chief Instructional Officer ("CIO"), other instructional School Support Team members, Senior Vice President of Student and Family Services ("SVPSFS"), Senior Vice Presidents of Leadership Development ("SVPLD"), VAHS Principal, and the VAHS Assistant Principals.

Professional Development Plan: Professional development for the first year of the school's renewal cycle will include the above named components, with a focus on the following:

- Sessions by content area, focused on instruction that is based on grade-level standards;
- Seminars in reading and writing across the curriculum;
- Rigorous unit and lesson planning to teach for conceptual knowledge;
- Curriculum mapping to the Common Core State Standards;
- Best practices in assessment and use of classroom level data
- Instructional practices that allow students to cognitively engage
- Promoting a safe and positive classroom culture
- Culturally relevant teaching and anti-bias teaching practices.

Returning teachers will have multiple days of professional development before school begins. In addition to the professional learning that all returning teachers participate in, teachers new to VAHS will have several days of orientation/development to learn the philosophy and structures of the school culture; school policies and procedures; and pre-requisite learning to Beginning of the Year sessions.

After each dedicated week of assessments, which follow our listed "Schedule D" (Bi-Annual midterm and final assessments) there are pupil-free days focused on analyzing the assessment data. During this time, teachers and administrators gather and assess student data on achievement, behavior, culture, and assessment scores. With this information, teachers amend their instruction accordingly and make student intervention placements, including additional follow-up meetings with families. Coming together for these data-analysis checkpoints

throughout the year ensures our data cycles are student-focused and thorough.

Multiple pupil free days are scheduled into the academic calendar to allow for professional development throughout the school year. Those days include a combination of student achievement data review, interactive workshops on high leverage instructional strategies, grade level and departmental meetings. Lastly, minimum days are scheduled regularly to allow for collaborative professional development with other Bright Star Schools.

During the school year, VAHS teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis around high impact instructional and classroom culture strategies. VAHS and organizational administrators lead interactive professional development sessions focused on specific focus areas and high leverage classroom best practices. In addition to these workshops, teachers are also given time to work collaboratively in order to support each other's growth (e.g., reviewing student data, lesson plans, etc.). Additionally, teachers receive ongoing classroom practice feedback through our Teacher Coaching & Evaluation process.

Professional development will be provided by Bright Star Schools leaders, including the Vice President of Inclusive (Special) Education, Director of Multilingual Learners, and other content Directors.

Below are examples of professional development topics and the details of the learning:

Professional Development	
TOPIC	**DETAILS**
i-Ready	Ongoing professional development sessions will include the following: Learning Walks: Instructional leaders and school site teams will engage in learning walks to gather data, identify instructional trends, and determine actionable steps to enhance i-Ready implementation across classrooms. Intervention and Enrichment: To deliver targeted instruction and support, teachers will analyze assessment results, focusing on priority domains, instructional groupings, and targeted supports for small group (SGI) and individualized instruction. They will also explore i-Ready data and resources to plan and monitor interventions and enrichment activities, ensuring that every student's needs are met.
1:1 Coaching	Coaches will provide targeted support to help teachers refine attributes such as setting clear learning objectives, using formative assessments, and creating a positive classroom atmosphere. This personalized and ongoing feedback will foster teacher reflection and growth, which in turn will improve teaching effectiveness. As a result, students will experience increased engagement and motivation, benefit from clearer explanations and meaningful activities, and develop essential skills like critical thinking and problem-solving. Ultimately, this targeted professional development will ensure that teachers are

	well-equipped to support student learning and achievement, creating a thriving educational environment for the 2025-2026 school year.
Content Cadres	Teachers will collaborate closely with content directors and/or leads by content area to enhance their curriculum understanding, refine lesson planning, advance content knowledge and development, and foster overall growth in their pedagogical skills.
Collaborative Planning	Teachers will be provided with dedicated, protected time to collaboratively lesson plan in order to enhance their instructional practices and the above named focus areas.
Communities of Practice	In addition to supporting our teachers, our school leaders will participate in monthly Communities of Practice to advance their skills as instructional leaders. They will continue to focus on the instructional core; strengthen proficiency in unpacking standards as well as data informed practices; focus on growing their capacity to lead and coach teachers and other staff around Tier 1 culture, responding to incidents, and generally a safe and positive classroom culture.
Inclusive Education	A focus of our Inclusive Education professional development program this year will continue to include specialized learning opportunities for ISTs and other staff who directly support this department. Teachers and leaders will continue to receive professional development that enhances their knowledge of Inclusive (special) education compliance and their capacity to lead strong Inclusive Education teams. These trainings will continue to be offered with the intention to maximize the meaningful educational benefit that students yield from the implementation of their individualized education programs.

Please also see 1.2b for more details regarding Professional Development.

1.22: Teacher Recruitment

At Bright Star Schools, we recognize that capable teachers and high-quality teaching are the single most significant factors in the academic achievement of our students. For this reason, the recruitment, professional development, and retention of exceptional educators remains one of our top priorities.

According to our internal Human Resources data, over the past few years, Bright Star Schools has significantly improved teacher retention, increasing from 69% in the 2021–22 school year to 82% in 2024–25. This growth reflects our continued investment in teacher wellness, professional development, and creating the conditions for educators to build sustainable, impactful careers.

Comprehensive Recruitment Strategy

Our recruitment process is intentional and multi-faceted, designed to attract educators who reflect our community and share our values of integridad, ubuntu, kohyang, and growth mindset.

Digital & Social Media Outreach:

- We actively recruit through EdJoin, LinkedIn, Indeed, and NEMNET, with NEMNET serving as a key platform to attract and retain educators of color.
- Bright Star maintains a strong social media presence on Instagram, Facebook, and LinkedIn, showcasing our schools, staff stories, and open teaching opportunities.

Local Partnerships & Word-of-Mouth:

- Locally, we leverage word-of-mouth referrals, employee referral incentives, and advertisements in local education and nonprofit-focused job boards.
- We maintain a strong pipeline from Teach for America and participate annually in charter school job fairs across Los Angeles.

University Recruiting:

- We recruit at major colleges and universities in the Greater Los Angeles area with credentialing programs, including Azusa Pacific University, Cal State Northridge, Cal State Fullerton, Claremont Graduate University, Loyola Marymount University, Pepperdine University, UCLA, USC, and other CSU campuses. As well as online credentialing programs such as Alliant University and National University.

National Recruitment:

- Bright Star recruits beyond Los Angeles, including Nevada, New Mexico, Northern California, and the Twin Cities, building a strong talent pipeline.
- We partner nationally with Teach for America, and alumni networks from universities and teacher preparation programs.

Innovative Teacher Pathways: Alder Teacher Residency

An innovative aspect of our teacher pipeline is our partnership with Alder Graduate School of Education. Through this residency model:

- Residents spend one-year co-teaching with a master teacher, earn a California teaching credential and master's degree, and engage in job-embedded learning.
- In our first year, we hired 100% of residents, and in our second year, we hired 89%, with the remaining resident only unplaced due to lack of a credential-matched opening.

This model strengthens our teacher pipeline, particularly for career-changers and community-based educators, ensuring we have high-quality, mission-aligned teachers ready for long-term impact.

Screening for Equity & Excellence

During interviews, candidates are screened for both content expertise and alignment with Bright Star's core values.

- Interview questions assess cultural responsiveness, commitment to equity and inclusion, and the ability to reflect and grow.
- Teachers must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment or be enrolled in a state-approved pathway to ensure readiness to support student success.

Comprehensive Support & Professional Development

Once hired, Bright Star ensures every new teacher has the tools and support needed to thrive:

- New Staff Professional Development Week introduces educators to our mission, vision, community, and restorative practices.
- Grade-band-specific training deepens understanding of standards and curriculum.
- Induction Program: All teachers with preliminary credentials are enrolled free of charge in the Greater Los Angeles Schools Induction Consortium, fully authorized by the California Commission on Teacher Credentialing.
    - In partnership with the New Teacher Center, high-quality mentors support new teachers with data-guided, standards-based inquiry cycles.
    - Collaboration between mentors and school leaders ensures differentiated support tailored to each teacher's needs.

Our induction model is designed to graduate curious, persistent, and reflective teachers, well-equipped to maximize student learning outcomes.

Teacher Wellness & Retention

Bright Star Schools is committed to creating sustainable working conditions for teachers, helping them see education as a long-term career. Key retention strategies include:

- Additional family leave benefits beyond traditional policies

- Wellness supports like Class Pass[119], nursing pods for new mothers, nursing mini refrigerators, and Semi-Monthly Healthy snacks.
- Ongoing recognition and professional growth opportunities

By investing deeply in teacher well-being and career pathways, Bright Star Schools ensures our educators can make lasting, meaningful impacts in the classroom.

1.23: Meeting the Needs of All Students

Students shall be typically referred by the classroom teacher, but any member of the school staff may request support from the SSPT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SSPT meetings will be documented, and student progress is reviewed in subsequent meetings. During the creation of the initial plan, the team indicates on the SSPT document whether the data will be reviewed after four or six weeks. The SSPT lead will gather and review the data at that point. If a student is following the SSPT plan and achieving, then a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate they are struggling.

1.23a: Meeting Needs of ELs

VAHS is required to promptly identify potential English Learner students and provide them with an effective English language acquisition program that ensures meaningful access to the school's academic core curriculum. Instructional plans for EL must:

- Be based on sound educational theory
- Be adequately supported with trained teachers and appropriate materials and resources
- Be periodically evaluated to ensure program's success and modified when necessary

On an annual basis (on or about October 1), VAHS shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement VAHS's own English Learner Instructional/Master Plan. For the 2026-27 school year, VAHS will implement its own EL Master Plan. If VAHS chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

EL Identification, Program Placement, and Reclassification

[119] Class Pass is a subscription service that offers access to fitness and wellness experiences by allowing users to book classes and appointments with participating studios, gyms, and spas.

- *Transfers*
- *Assessment - Initial ELPAC*
- *Parental Notification of Initial Assessment Results and Program Placement*
- *Parent Confirmation of Program Placement*
- *Parental Exception Waivers*
- *Assessment - Summative ELPAC*
- *Redesignation Procedures & Reclassification (Exit) Criteria*
- *Reclassifying English Learners with Disabilities*
- *Bright Star's Redesignated Fluent English Proficient Policy for Students with Disabilities*
- *Students on an Alternative Curriculum - i.e, students who would take the California Alternate Assessments ("CAA") instead of SBAC*
- *Annual Language Classification/Status*

Instructional Program

- Introduction
- English Language Development Instructional Design
- *Designated ELD*
- *Integrated English Language Development*
- *Long Term English Learners (LTELs)*
- *Newcomers*
- *Instructional Program for ELs with Disabilities*
- *College Readiness Measures for English Learners*

Monitoring, Evaluation, and Accountability

- *Student Achievement Goals & Accountability*
- *Progress Monitoring*
- Professional Development and Implementation of English Language Development strategies

1.23b: Process for Identifying English Learners

Upon being admitted to any Bright Star school, students receive an enrollment packet which includes the following Home Language Survey ("HLS") questions (for students enrolling in a California public school for the first time):

- What language did the student learn when they first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language is most often used by the adults at home?

The family's answers to these questions are used to determine a student's home language status as follows:

- English Only ("EO"): If the answers to the four questions on the HLS are "English", the child is classified as English Only.

- Possible English Learner: If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure their level of English proficiency. However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

    - Parent/guardian requires an interpreter to communicate in English
    - Parent/guardian speaks to their child in a language other than English
    - The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. *ingles*)
    - Student initiates interaction with their parents/guardians in a language other than English
    - It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
        - Student, after having been enrolled in the Mainstream English Program designed for students with Fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the Initial English Language Proficiency Assessments for California ("ELPAC"). The parent/guardian will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Parental Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification

In addition to the above, parents must also receive information regarding the:

- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Notes on Initial ELPAC and English Language Proficiency

The overall performance level on the initial ELPAC is based on the California English Language Development Standards. The California Department of Education adopted the following three proficiency levels to classify an English Learner's level:

- **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.

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the ELPAC Initial Assessment. Based on the performance level, a student may be classified as following:

- **Novice English Learner**: Students 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 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

- **Intermediate English Learner:** Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.

- **Initial Fluent English Proficient ["IFEP"]:** Students 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 *ELD Standards*.

1.23c: Educational Program for English Language Acquisition

All students are placed in the Mainstream English Program. English Learners are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using specially designed academic instruction in English ("SDAIE") techniques when students have difficulty understanding English. The school also promotes the success of English Learners by valuing the home language as a critical resource and fostering a bilingual culture. English Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

VAHS EL students receive both Designated and Integrated ELD instruction. Designated instruction happens at specific protected times during the school day and focuses on language skills. Our Designated ELD instruction uses the ELD standards to give EL students strategic language practice. VAHS employs a site-based ELD teacher who provides ELD instruction. Students who are ELs receive designated supports. The following table demonstrates the differences between designated and integrated supports.

BRIGHT STAR SCHOOLS INSTRUCTIONAL DIFFERENCES BETWEEN INTEGRATED DESIGNATED ELD SUPPORTS

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

To ensure EL students receive the service needed, ELD instructors created a feedback cycle where they will lead professional developments with their school team, then individually follow up with each staff member to lead walkthroughs/observations. This ensures instructors are implementing strategies correctly. In the interim between meetings and observations, the complete list of professional development is accessible to instructors on an intra-organization platform. Some of the resources include previous presentations, professional resources for which we all collaborate during the org-wide professional development. The program serving our English Learners is evaluated annually using student data and adjusted to best meet the needs of our students.

1.23d: English Language Proficiency Assessments

The ELPAC results are to be accurately and permanently recorded in the school's student information system. ELs with disabilities must be assessed with the annual ELPAC. The results yield a three-part process for VAHS:

- VAHS will review reports from initial and annual ELPAC results
- Analysis of high-level trends will be conducted
- Based on these trends, professional development will be created for all teachers so they can be equipped with support for these students.

Additionally, progress will be monitored in biweekly PLC meetings with ELD teachers to review reports and adjust analysis as needed.

The official ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

1.23e: Meaningful Access to Curriculum, Instructional Strategies and Interventions for ELA/ELD Framework

VAHS excels in providing meaningful access to curriculum and instructional strategies for the ELA/ELD framework by employing a tailored approach that addresses diverse student needs and integrates culturally responsive materials and differentiated instruction, ensuring that all students, including English Learners, engage with the curriculum effectively. By offering targeted interventions and leveraging data-driven strategies, VAHS supports individual growth and language development, fostering an inclusive learning environment where every student can thrive in their English Language Arts and English Language Development journey.

Push In:

EL students are supported in the classroom by one-on-one support with an ELD instructional assistant. Before entering the classroom, the supporting teacher reviews the lesson plan with the general education teacher for the day in order to point out where support will be needed as well as what type of support will be helpful. Typically, students are given one-on-one support during independent work time. Students are given support such as sentence frames, guided reading, guided questions, model thinking, etc.

Students also receive support via their general education teachers. As VAHS instructional aides support students, they also take notes on “missed opportunities” that come up during the lesson. For example, if a writing class assignment is given, without sentence frames for ELs, they take note of that lack of support and eventually communicate this observation with the general ed teacher. The feedback that is given, is expected to be applied to future lessons by the teacher.

Pull-Out:

EL students receive tutoring for their general education classes during pull-out class, but it is geared towards integration. It is a small group setting, where students will be able to get more one-on-one support from the ELD teacher or the ELD Instructional Assistant.

For example, students and their ELD teacher will go over note taking skills, collaborative interactions, researching, pacing, etc. Students will work on their writing and reading skills by learning to close-read articles,

how to cite evidence, how to use proper punctuation, etc. Students will prepare for upcoming unit and ELPAC assessments during the pull-out time together. Students will gain experience with the assessment through example questions. Students are given supplemental work during our pull-out time for their general ed classes that provides various modes for students to access the content (SDAIE strategies).

Additional Support

Depending on areas of need, other supports such as technology have been incorporated. Bright Star provides students with electronic dictionaries to improve their reading experience. Students are given access to universal tools, designated supports and accommodations during state testing whenever appropriate and possible.

1.23f: Process of Annual Evaluation of the Charter School's EL Program

The Principal is the instructional leader at VAHS and is responsible for ensuring the quality and success of all instructional programs and reports on progress towards academic goals, including serving EL students. The Principal along with the school site leadership team conduct regular classroom observations and provide feedback and coaching.

In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELPI level annually as measured by the ELPAC. ELD Teachers and School Leaders have access to the internal Multilingual Learner Dashboard, which houses academic data for our EL students. This dashboard is used to inform the school of student progress on criteria for reclassification, student individual goals, and other relevant information which supports the overall evaluation of the EL Program.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. We leverage multiple systems and structures for analyzing student progress to inform instructional action plans. Teachers regularly update their standards-based gradebooks and make note of EL students who need additional support. Additionally, analysis occurs at network and campus-wide levels by student groups for the creation of individual school action plans focused on data-analysis, reflection, and adjusting the school programming to increase student achievement and overall support.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parental Notification of Annual Assessment Results and Program Placement

Parents of EL students who are administered the **annual** ELPAC must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

1.23g: Process and Specific Criteria for Reclassification

Once a student is identified as an English Learner, the student will continue to take the ELPAC, on an annual basis until the student is RFEP. The test will be administered within the time constraints that are mandated by the CDE.

ELs are reclassified to fluent English proficient based on the following multiple criteria identified in the Education Code and recommended by the SBE. Chart 1.12 shows the minimum criteria to be considered for reclassification.

The administrator/designee at each school site is responsible for ensuring ELs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

In order to evaluate the effectiveness of VAHS's EL program, the school administration team analyzes statewide summative English Learner proficiency assessment data during summer planning (or earlier, if results are released in the Spring) to determine if ELPI and reclassification goals were achieved. A combination of internal data splicing using California Educator Reporting System, TOMS, and California Educational Testing System data is used as a resource. Preliminary and final summative data informs what strategies and resources are used for the following year, as well as what areas of professional development need to be addressed.

1.12 MINIMUM CRITERIA TO BE CONSIDERED FOR RECLASSIFICATION

Measure	Performance Expectation

English Language Proficiency Assessments for California	Overall ELPAC Performance Level **4** or Alternate ELPAC Performance Level **3**
Teacher Evaluation	Approaching Standard, Grade of C or better in a grade-level English or ELD Course
Basic Skills Assessment	Standard Met or Standard Exceeded on the ELA SBAC (Grade 11) Or An Overall Two Grade Levels Below or Higher Performance Level on i-Ready Reading Diagnostic (grade 9-12)
Parent Consultation	Parent Opinion and Consultation
SSPT: Student Support and Progress Team	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification except for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.

1.23h: Process for Monitoring Progress of ELs and Reclassified (RFEP) Students

All ELs are monitored during biweekly meetings to ensure they are making adequate progress based on formative data, curricular assessments, and i-Ready data. Classroom teachers also analyze formative data from Designated ELD lessons to monitor their reading, writing, listening, and speaking progress. EL students not making adequate progress are referred for tutoring, extra in-class academic support by an instructional aide, and/or the SSPT process. Classroom teachers also collaborate with the assigned school counselor to support EL students in reaching their goals.

Administrators use formative data from learning walks to determine if there are any school-wide trends that indicate need for professional development to support ELs. Based on this quarterly data analysis, school administration consults with the School Support Team to design relevant PDs to improve Integrated ELD strategies and/or Designated ELD instruction. Summative ELPAC results are analyzed by school administration in the late Spring and during Summer planning to evaluate the effectiveness of the EL program and identify what additional support is needed for specific students who have either maintained or decreased English Learner Progress Indicator ELPI levels, for the following school year.

All RFEP students are monitored at the end of each reporting period. Classroom teachers and administrators meet during PLC time to monitor recently reclassified students' progress based on report card grades, curricular assessments, and i-Ready data. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Intervention/Intersession classes
- Summer school

The Bright Star Schools' MTSS provides academic and behavioral support to all students, including MLL, LTEL, and RFEP students, with a focus on early intervention and differentiated instruction based on individual needs. This framework consists of a structured monthly meeting, focused on reviewing and responding to data with the collective team composed of school leaders, counselors, teachers, and school support staff. Additionally, the Multilingual Learner Director builds the capacity of school leaders to support the development of the schools ELPI through reflective data analysis, strategic planning, and professional development for school site teachers.

1.23i: Monitoring Progress and Effectiveness of Supports for Long Term English Learners (LTELs) and for Students "At-Risk" of Becoming LTELs

If a student has been identified as at-risk for becoming an LTEL by their teacher or Counselor (primarily through chronic low-test scores and observation), they will be referred to the student support team to determine specific supports needed. The first paragraph in Meeting the Needs of All Students for more information on how the SSPTs determine appropriate next steps and accurate assessments of student needs.

Administrators utilize the internal Multilingual Learner Dashboard to monitor the effectiveness of the program and supports by tracking achievement on CAASPP, i-Ready, content classes, and ELPAC. They analyze the data and present a school action plan to meet the needs of specific subgroups of students, including LTELs. Additionally, to monitor students throughout the year, VAHS uses i-Ready by monitoring performance on diagnostic assessments to identify growth areas and respond to skill gaps.

Additionally, the Multilingual Learner Director meets with a school site administrator to evaluate the supports by reviewing master schedules and conducting observations of the program to ensure the effectiveness of the provided supports and adjust programming as necessary.

1.24: Gifted and Talented Students Achieving Above Grade Level

1.24a: Identifying Students Achieving Above Grade Level

While we anticipate that most students' needs are addressed by the wide variety of school-wide supports already in place, VAHS is committed to working with students who are performing above grade level to ensure they are continuously challenged, supported, and provided with opportunities to accelerate their learning. As students progress through high school, this commitment deepens to include rigorous, differentiated pathways that specifically address the unique academic and developmental needs of high-achieving students.

To ensure equitable access to advanced learning opportunities, VAHS utilizes a comprehensive, multi-faceted identification process. For students identified in earlier grades, the Otis-Lennon School Ability Test ("OLSAT") is administered to all 2nd-grade students enrolled at Bright Star Schools as a universal screener to support early identification and initiate further data review. High-performing students in grades beyond 2nd grade may also be referred to take the OLSAT based on demonstrated achievement patterns. These may include, but are not limited to, students who:

- **Consistently perform more than one grade level above** their current placement, as determined by state-aligned assessments such as CAASPP and verified adaptive diagnostic systems like i-Ready.
- **Earn 4 on standards-based rubrics or A-level grades** in core content areas across multiple grading periods.

High-achieving students will be referred for a Student Support and Progress Team meeting to carefully review academic, cognitive, and behavioral data as part of Gifted and Talented Education ("GATE") eligibility consideration. The SSPT will analyze the following:

- **Standardized Test Scores:** Performance on CAASPP, i-Ready, and other state or district benchmark assessments
- **Teacher Recommendations:** Classroom observations of intellectual ability, creativity, and advanced problem-solving skills.
- **Parent Input:** Parent-provided insights into the student's interests, strengths, and educational history.
- **School Performance:** Report card grades and other academic records indicating sustained high achievement.
- **Behavioral Assessments:** Documentation of student behaviors that reflect curiosity, leadership, persistence, or social-emotional traits associated with giftedness.

- **Work Samples and Portfolios:** Evidence of advanced reasoning, creativity, and mastery beyond grade-level expectations.
- **Additional Assessments:** If appropriate, specialized assessments that measure creativity, leadership, or specific talents.

A meeting involving the parent, counselor (or other family liaison), and principal or designated school representative will be convened to develop a tailored academic plan that documents specific goals, enrichment pathways, and acceleration opportunities for the student. Parents will also be informed about their child's strengths and the available high school programming options aligned with the GATE philosophy.

VAHS is dedicated to providing rigorous, differentiated, and student-centered programming to ensure that high-achieving students continue to grow and remain engaged. Students identified through the above process will have access to:

- **Advanced Placement and Honors Courses:** Students will be systematically enrolled in higher-level courses aligned to their areas of strength and interest as part of their academic plan.
- **Individualized Work Folders:** Customized folders will include accelerated assignments, extended projects, and enrichment tasks that address the student's goals and facilitate deep exploration of content.
- **Sandra Kaplan's (2009) Depth and Complexity Framework:** Assignments will be consistently modified using Kaplan's model to incorporate prompts and tasks that challenge students to think at higher cognitive levels, analyze from multiple perspectives, and connect concepts across disciplines.
- **Cross-Curricular Projects:** Students will engage in long-term, integrated projects with peers of similar ability levels, fostering collaboration, critical thinking, and the ability to apply learning in complex, real-world contexts.
- **Customized Homework and Extended Learning Opportunities:** High-achieving students may receive differentiated homework that aligns with their specific learning targets. Additional acceleration options will be available during before-school, after-school, Saturday sessions, and through independent study projects.
- **Flexible, Enrichment-Focused Schedules:** Students will be provided opportunities to pursue learning pathways that integrate college and career readiness through dual enrollment, internships, or specialized electives when appropriate.

1.24b: How VAHS Will Determine, Meet the Educational Need of, and Monitor the Progress of, Gifted and Talented Students

VAHS is deeply committed to ensuring that high-achieving students consistently make measurable academic

progress and receive the targeted support necessary to reach their full potential throughout their educational journey**.** The Assistant Principal at VAHS will lead a comprehensive progress monitoring system specifically designed to track the growth and success of these students.

This will include:

- **Frequent Assessments:** Weekly, interim, and annual assessments will be administered to measure student growth relative to individualized goals and to ensure students remain on a trajectory of academic acceleration.
- **Ongoing Data Analysis:** High-achieving student progress will be systematically reviewed during regular grade-level meetings, school-based Professional Learning Communities, and network-wide Bright Star Data Days.
- **Disaggregated Data Review:** VAHS will closely examine data by student subgroups to monitor equitable access, performance trends, and outcomes for high-achieving students across all demographics.
- **Collaborative Communication Cycles:** Continuous, transparent communication among parents, teachers, students, and administrators will ensure all stakeholders are aligned on student progress, achievement benchmarks, and any necessary instructional adjustments.

Individualized academic support plans will be revisited regularly through scheduled follow-up meetings to assess student growth, revise goals, and guarantee that students remain appropriately challenged with high-impact learning experiences.

High-achieving students at VAHS will benefit from robust differentiated instruction, including personalized learning pathways tailored to their unique learning styles, interests, and talents. This approach allows students to:

- Pursue advanced coursework at an accelerated pace.
- Delve deeply into topics of personal interest through independent study and research.
- Engage in collaborative, cross-curricular projects with intellectual peers.
- Access specialized enrichment opportunities, including local and national competitions, mentorships with field experts, and exposure to real-world learning experiences.

VAHS is committed to creating a learning environment that fosters critical thinking, creativity, and intellectual curiosity, enabling high-achieving students to thrive both within and beyond the traditional classroom setting.

To further enhance the support for Gifted and Talented (GATE) students, VAHS will develop individualized learning plans (“ILPs”) that reflect each student’s specific strengths, interests, and academic goals**.** These ILPs

will guide the differentiation of instruction within general education classrooms and will outline:

- Accelerated pacing and compacted curriculum options.
- Opportunities for independent, self-directed study and long-term projects.
- Access to advanced placement, honors courses, and specialized learning experiences.

In addition to enriched classroom instruction, VAHS will offer a wide range of extracurricular enrichment activities including advanced academic competitions, project-based learning showcases, and mentorship opportunities with professionals in areas aligned to students' interests.

VAHS has also adopted a school-wide approach to professional learning focused on meeting the unique needs of GATE and high-achieving students. Staff receive:

- **Ongoing professional development on effective differentiation strategies,** the design of accelerated learning experiences, and methods to deepen academic rigor.
- **Targeted training on data analysis techniques** to support teachers in interpreting assessment data, identifying areas for enrichment, and making informed instructional adjustments.
- **Regular collaborative data meetings** to ensure progress monitoring is integrated into instructional decision-making and that support for GATE students are adjusted as needed.

The Assistant Principal at VAHS will be responsible for overseeing the progress and success of high-achieving students through the school's robust data-driven systems. The Principal or assistant principal will be the main point of contact regarding any GATE programming or questions. These students will be actively monitored via weekly assessments, interim benchmarks, and annual performance reviews. Progress data will be aggregated by subgroups and closely analyzed during grade-level meetings, PLC sessions, and Bright Star Data Days to ensure that instructional practices are effectively advancing this group of learners.

Through this comprehensive and responsive system, VAHS is dedicated to empowering high-achieving and GATE students to excel, pursue their passions, and access educational experiences that challenge them to reach their fullest potential.

1.25: Meeting the Educational Needs of Students Achieving Below Grade Level

At VAHS, we believe that every student—regardless of their starting point—deserves access to a rigorous, college-preparatory education. Our commitment to academic equity drives a comprehensive, student-centered approach to supporting learners who are performing below grade level. To ensure their success, VAHS has

implemented a robust Multi-Tiered System of Support, designed to identify students' needs early, deliver targeted interventions, and promote measurable growth across core content areas.

Students are identified as performing below grade level through a variety of data points. These include performance on the i-Ready diagnostic, administered at the beginning of 9th grade, mid-year, and end-of-year. Additionally, students not on track to make a year's worth of academic progress—as indicated by benchmark assessments, annual writing tasks, and classroom-based data—are flagged for further review. Students meeting multiple criteria are referred to our Student Success Team (SST), which designs and monitors individualized support plans to address their specific learning needs.

VAHS's tiered approach to intervention begins with strong Tier 1 instruction. All students participate in grade-level coursework that emphasizes acceleration over remediation. Teachers receive ongoing professional development in inclusive pedagogy, small-group instruction, and evidence-based teaching strategies to ensure their classrooms are responsive to diverse learning styles. Instruction is enhanced with formative assessments that allow teachers to make real-time adjustments and deliver support without pulling students away from rigorous academic content.

When Tier 1 strategies are not sufficient, students receive Tier 2 support. These targeted interventions often take the form of small-group instruction during core class time or dedicated intervention blocks. Teachers use diagnostic and classroom data to pinpoint skill gaps and provide strategic, skill-based instruction. Intervention plans are designed to keep students engaged in the general education curriculum while receiving additional support in the areas where they need it most.

For students who continue to experience academic difficulty, VAHS provides Tier 3 interventions that are more intensive and individualized. These may include one-on-one or very small group tutoring, specialized supports from instructional aides or intervention specialists, and frequent progress monitoring. Our team works closely with families to ensure interventions are consistent, transparent, and tailored to the needs of the whole child. Counselors serve as a central hub in this process—coordinating services, conducting monthly check-ins, and facilitating regular communication with teachers and families.

Our commitment to meeting students where they are extends beyond the traditional school day. VAHS offers a wide range of extended learning opportunities, including afterschool tutoring, and structured academic support programs for some courses during Fall, Winter, and Spring Breaks.

Underpinning all of this is a deep belief in the potential of every student. VAHS recognizes that many students may enter high school with academic gaps, particularly given patterns observed in our feeder schools. In

response, we have designed a curriculum and support system that not only identifies and addresses those gaps but actively prepares students for the demands of college and career. Through our character-based Advisory Program and our Expected Schoolwide Learning Results ("ESLRs"), we foster the habits and mindsets that enable all students to thrive.

At VAHS, we don't lower the bar for students who are behind—we raise our level of support. By providing timely, personalized, and data-informed interventions within a culture of high expectations, we ensure that all students have the opportunity to meet—and exceed—grade-level standards.

1.25a: Identifying Students in This Group

At VAHS, we are dedicated to strengthening our Tier 1 practices and pedagogy to ensure all students receive a solid foundation in core academic skills. Our approach includes enhancing differentiated instruction within the regular classroom environment. Under the leadership of the Chief Instructional Officer, teachers are equipped with district-wide evidence-based teaching strategies and Bright Start Signature Practices that address diverse learning styles and incorporate ongoing formative assessments to monitor student progress. This initiative involves gathering a task force to strategically select instructional routines aligned to the four language domains—Reading, Writing, Listening, and Speaking. The rollout of these routines spans grades K–12 and all content areas and includes examples such as Close Reading, Jigsaw, and Three Reads. Professional development sessions for this initiative began in the Fall of the 2025–26 school year, providing teachers with training, simulated role-plays, and ongoing feedback. By implementing proactive, inclusive, and research-based teaching strategies, we aim to create an environment where every student can thrive academically.

In our commitment to supporting all students, VAHS will implement a comprehensive system to identify those who may require additional academic support beyond tier 1 interventions. This begins with a structured approach to data analysis and assessment. Teachers will regularly assess student performance using formative assessments, classwork, homework, and quizzes to monitor academic progress and identify early signs of challenges.

For students who demonstrate persistent academic difficulties despite tier 1 interventions, VAHS will implement tier 2 supports. This may involve targeted interventions such as small-group instruction, personalized learning plans, or additional instructional time focused on specific academic skills. Teachers and support staff will collaborate to analyze assessment data and identify students who would benefit from these supplemental supports.

These tiered supports are reviewed through our MTSS framework, where cross-functional teams meet

regularly to examine data, monitor progress, and determine which students need Tier 2 or Tier 3 interventions.

In cases where Tier 2 interventions are insufficient to meet a student's needs, VAHS will provide Tier 3 supports. These intensive interventions may include assessments for potential IEPs, one-on-one tutoring, specialized interventions led by intervention specialists or counselors, and ongoing progress monitoring to ensure academic growth and success.

Teachers receive extensive training on effective intervention strategies utilizing the RTI (Response to Intervention) model targeted towards the areas of greatest need.

In some cases, Tier 3 interventions may include visual aids, adapted worksheets or materials, step-by-step directions, pre-teaching of core concepts, modified assignments (such as shortened or leveled work), additional prompts, extended time on tasks, structured breaks, or alternative test administration formats (e.g., oral reading of questions or isolated testing environments).

Students may also receive small-group pull-out instruction embedded within the regular school day. Every effort will be made to avoid scheduling these supports during core content time to ensure Tier 3 interventions do not disrupt access to grade level instruction. The primary focus being acceleration versus remediation.

Furthermore, VAHS is committed to fostering a supportive partnership with parents and guardians throughout this process. Regular communication and collaboration will be maintained to discuss student progress, adjust interventions as needed, and ensure that each student receives the personalized support necessary to achieve academic success.

In cases where students fail to make adequate academic progress despite Tier 1, 2, and 3 interventions, and all general education options have been exhausted, the Student Support and Progress Team may initiate referrals for special education evaluation, 504 Plan consideration, or reexamination of a student's English Learner status.

By strengthening our tier 1 practices and pedagogy and implementing targeted tier 2 and tier 3 supports when needed, VAHS aims to create an inclusive learning environment where all students can reach their full potential academically and beyond.

1.25b: Meeting the Educational Needs of Students Achieving Below Grade Level, Including Instructional Components, Services, and Supports Provided

At **VAHS**, we are dedicated to meeting the diverse academic and social-emotional needs of all our students through a comprehensive MTSS that strengthens Tier 1 instructional practices while providing targeted Tier 2 and Tier 3 interventions. Our approach begins with reinforcing Tier 1 classroom practices to ensure that all

students, including those achieving above or below grade level, receive high-quality, differentiated instruction within the general education setting.

VAHS prioritizes Tier 1 practices that embed differentiated instruction, scaffolded supports, and purposeful access strategies into daily classroom experiences. Teachers are trained to provide structured access to grade-level content using flexible grouping informed by real-time assessment data. Scaffolded assignments are designed to break complex tasks into manageable steps without diminishing academic rigor. To further support diverse learners, teachers incorporate visual aids, graphic organizers, pre-teaching of essential vocabulary and concepts, and deliver instructions in both written and verbal formats. Inclusive accessibility supports such as extended time, movement breaks, and adjusted testing environments (e.g., quiet spaces or read-aloud directions) are routinely provided to ensure that all students have equitable opportunities to demonstrate their learning.

Teachers work in close collaboration with the SSPT to consistently review student data and adjust Tier 1 strategies as needed. Additionally, personalized learning programs, such as i-Ready, are used to tailor instruction based on individual student performance, supporting VAHS's commitment to data-driven, adaptive teaching. (See Section 1.2b: Success of the Key Features of the Educational Program for more detail on individualized supports.)

For students identified as needing additional support, Tier 2 interventions at VAHS provide personalized, small-group instruction during the regular school day. VAHS makes every effort to avoid pulling students from elective periods to prevent academic support from being perceived as punitive or restrictive. Tier 2 interventions focus on closing skill gaps through targeted instruction aligned to student-specific learning needs. SSPT develops an intervention plan to set clear academic goals and outline strategies for improvement. These supports may include specialized instructional materials, adaptive technologies, scaffolded assignments, and extended learning opportunities to reinforce core content. Structured tutoring sessions and peer-assisted learning are provided to maintain high academic expectations and rigor. Teachers continuously monitor student progress using weekly, interim, and annual assessments. All data is carefully reviewed during grade-level meetings, PLCs, and network-wide Bright Star Data Days to ensure interventions are effectively meeting student needs.

Some students, particularly those significantly below grade level, require Tier 3 intensive interventions to achieve academic success. VAHS provides small-group and individualized pull-out instruction embedded within the regular school schedule to address severe academic challenges. Additional supports include after-school tutoring, Saturday support sessions, and enhanced scaffolding within core content classes. Students receiving Tier 3 interventions may also receive modified assignments, such as chunked tasks, shortened workloads, pre-

taught content, visual supports, and alternative testing methods, as determined by the classroom teacher in consultation with the SSPT. VAHS also utilizes specialized instructional strategies, assistive technologies, and one-on-one tutoring delivered by intervention specialists or qualified educators. Every effort is made to avoid removing students from enrichment or elective courses, ensuring that intensive supports remain inclusive and supportive rather than limiting.

If a student continues to make insufficient academic progress despite the layered supports provided through Tiers 1, 2, and 3, the SSPT at VAHS will carefully review the case to determine the next steps. This may include referral for special education assessment, development of a 504 Plan for necessary accommodations, or reevaluation of the student's English Learner status to ensure appropriate placement and support services. The referral process is conducted with thoughtful attention to the student's learning history, prior interventions, and the complete documentation of all general education supports previously implemented.

Ongoing communication with families, teachers, and students is central to this process, ensuring that all stakeholders are informed about student progress, intervention effectiveness, and any necessary instructional changes. Academic support plans are revisited regularly to guarantee that interventions remain relevant and that students continue to have equitable access to rigorous academic content.

Beyond academics, VAHS is committed to supporting the whole child. Students receiving Tier 2 and Tier 3 interventions will have access to social-emotional learning opportunities, counseling services, peer mentoring, and structured support groups that foster resilience, confidence, and community connection. Purposeful scaffolding strategies are used to balance academic rigor with accessible learning pathways, supporting all students at every level of achievement. Through a collaborative network of educators, support staff, families, and community partners, VAHS remains steadfast in its mission to ensure that all students—regardless of their starting point—receive the individualized supports necessary to thrive, excel, and reach their highest potential.

1.25c: Monitoring The Progress of Students Achieving Below Grade Level

At **VAHS**, we prioritize the comprehensive monitoring of students at risk of academic underperformance through a robust, flexible, and data-driven system designed to provide timely and responsive support. Our approach is intentionally adaptable, allowing us to integrate new assessment tools, instructional programs, and intervention strategies as they become available to better meet student needs. VAHS currently utilizes a variety of high-quality diagnostic and assessment systems such as, but not limited to i-Ready and Illuminate. These tools support weekly, interim, and annual assessments for all students and enable us to closely track individual progress, analyze subgroup performance trends, and monitor the effectiveness of our supports. By maintaining flexibility in our system design, VAHS can adopt additional high-quality assessment platforms or data systems in

the future to align with evolving best practices and technological advancements.

When assessment data indicates that a student is performing below grade level or is not making expected growth, VAHS responds quickly by coordinating Tier 2 interventions that are personalized and responsive to student needs. These interventions may include small-group clustering, targeted re-teaching, in-class differentiated materials or instructional strategies, small-group work facilitated by an Instructional Assistant, and daily tutoring provided by the classroom teacher. Students may also access after-school tutoring and extended learning opportunities to help accelerate their progress. In the event that Tier 2 interventions are not sufficient to close learning gaps, the VAHS MTSS team, consisting of the Principal, Assistant Principal(s), Data Specialist, Interventionist Rep, Grade-Level Representative or grade-level instructional coach, Special Education Representative, and Community Schools Manager,

will collaborate to escalate support to Tier3 intensive interventions. These more individualized supports may include one-on-one instruction, increased scaffolding, or consideration for specialized services such as a 504 Plan, special education assessment, or a reevaluation of the student's English Learner status. VAHS makes every effort to ensure that these supports are scheduled during the regular academic day and do not conflict with student participation in enrichment or elective courses, reinforcing our belief that additional academic support should not come at the expense of a well-rounded educational experience.

The Assistant Principal at VAHS plays a pivotal role in overseeing the progress monitoring system and ensuring that interventions are both effective and responsive to student progress. Progress is regularly reviewed and discussed during weekly grade-level meetings, school-based PLCs, and Bright Star Data Days. These collaborative sessions provide structured opportunities for teachers and administrators to review disaggregated data, evaluate the impact of current interventions, and determine necessary instructional adjustments. The MTSS team meets consistently to assess student response to intervention (RTI), determine if students are benefiting from their current support level, and make timely decisions about whether to maintain, modify, or intensify interventions. This process is deliberately flexible, enabling VAHS to refine supports and adopt new strategies, programs, or technologies as the needs of our students evolve.

At VAHS, we are deeply committed to continuous improvement and to providing a system that can adapt to emerging research and innovative practices. Our flexible progress monitoring structure ensures that academic supports remain relevant, effective, and tailored to each student's unique needs. Through this comprehensive, data-driven, and student-centered approach, VAHS remains steadfast in its mission to provide every student—particularly those most at risk—with the personalized support necessary to thrive, overcome academic challenges, and achieve long-term academic success.

1.26: Socio-Economically Disadvantaged/Low Income Students

As mentioned in Section 1.2, the vast majority of our families in the communities we serve are socio-economically disadvantaged. In the 2024-25 CALPADS data, 92.15% of our students in the Valor Academy cluster (VAES, VAMS, and VAHS) qualified for free and reduced price meals, compared to the same data in 2017-18, which showed 91.2% of students in the same area. Because of this, the design of Bright Star schools is geared specifically towards the needs of socioeconomically disadvantaged students.

1.26a: Identifying Students in This Group

Identifying socioeconomically disadvantaged and low-income students at our Charter School will involve a comprehensive and inclusive approach. We will utilize multiple criteria to ensure no eligible student is overlooked:

- **Economic Criteria:** Eligibility for free or reduced-price lunch programs will be a primary indicator, supplemented by analysis of household income data, which is collected during registration in the Household Income Data Collection form. We will also collaborate with local social service agencies to verify economic needs and support families who may not meet traditional criteria but still face financial challenges.

- **Self-Identification:** Encouraging families to self-identify as socioeconomically disadvantaged will ensure inclusivity and enable us to provide support to those who may not qualify through standard metrics but still require assistance.

- **Community Eligibility Provision:** Bright Star Schools students are grouped into all students receiving free and reduced lunch because the Community Eligibility Provision is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows all Bright Star Schools to serve breakfast and lunch at no cost to all enrolled students without collecting free or reduced-price meal applications. Our teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues related to hunger, extreme poverty, and individual family challenges in meeting their child's needs. Given that a significant portion of our student body comes from socioeconomically disadvantaged backgrounds, counselors will continuously monitor all students and identify supports, such as access to our free/reduced meal plan, socio-emotional counseling, tutoring, and after-school programs.

VAHS maintains and analyzes assessment records to ensure we meet the needs of this targeted population, as measured by the California Department of Education's standards for performance on state standardized

assessments. Beyond academic preparation, we also assist families in need of uniforms or school supplies through fundraising efforts, providing essential items like uniforms, paper, pencils, backpacks, and other necessary materials.

1.26b: How VAHS Will Meet the Needs of Students in This Group

Meeting the unique needs of socioeconomically disadvantaged and low-income students is a core commitment of our Charter School. We employ a multifaceted approach to address academic, social, and personal development:

- **Targeted Interventions:** Dedicated counselors, school psychologists, and educators collaborate to design and implement personalized tutoring, mentoring programs, and access to specialized educational resources tailored to individual learning needs.

- **Enrichment Opportunities:** Our curriculum and extracurricular activities, including cultural programs and workshops, are accessible to all students. These opportunities ensure socioeconomically disadvantaged students have equal access to enrichment, available during and after school to accommodate diverse schedules and interests. Some examples of Bright Star Enrichment programming include, but is not limited to:

    - After **school programming: Valor Academy High School partners with** organizations to provide students with programming in alignment with a holistic approach to extended-day learning which includes the following:

        - **Academics & Homework Support:** Provides students with assistance in their academic work from homework to class projects, particularly in core subjects such as math and English, and supplements the overall curriculum of their regular school day through enhanced complimentary learning.

        - **Health, Fitness & Nutrition:** Focuses on a diverse array of structured activities relating to physical and nutritional health that teach students the importance of having well balanced diets, daily exercise and play, healthy living, leadership, and community service.

        - **Visual & Performing Arts:** Provides students with unique and experiential opportunities to explore multiple aspects of the arts, to develop and enhance their visual and performance talents through activities like dance and painting, and to build their social, creative, and emotional skills.

- **Youth Leadership & Community Service Learning:** Educates students on the practical definition of leadership, its roles and applications, and the process of identifying and electing leaders for the betterment of schools and communities, and meeting real needs of their peers, families and neighborhoods."

  - **LELs**: Life Experience Lessons have been a cornerstone of Bright Star Schools student experience since its founding. We seek to enhance our students' education with experiences outside of the classroom that open them up to the world and show them endless possibilities for their lives. These include field trips and experiential excursions to cities throughout the United States to engage within activities like city walks, beach clean-ups, seeing plays, or visiting museums and college campuses.

- **Support Services:** Through the California Community Schools Partnership Program we are able to create strategic partnerships with community organizations and service providers, we offer additional supports such as academic tutoring, health services, nutrition programs, and family engagement initiatives. This is pivotal in providing structural, programmatic, and curricular elements that enable teachers to bridge academic gaps and promote strong achievement across all grades, irrespective of socio-economic status.

- **Comprehensive Counseling:** Our counselors, many with Pupil Personnel Services ("PPS") credentials and advanced degrees like Licensed Professional Clinical Counselors, Marriage and Family Therapist (MFT) or Master of Social Work (MSW), collaborate closely with families. They identify and coordinate support services, such as counseling, housing assistance, and other family aid services, tailored to overcome unique barriers to learning.

This integrated approach ensures that socioeconomically disadvantaged students at our Charter School receive comprehensive support to thrive academically and personally, promoting equitable opportunities and fostering a supportive educational environment for all.

1.26c: Monitoring the Progress of Socio-Economically Disadvantaged Students

Monitoring the academic and personal progress of socioeconomically disadvantaged students will be a continuous and systematic process supported by teachers, counselors, administrators, and other support staff:

- **Data-Driven Approach:** Regular assessments, including standardized testing, formative assessments, and qualitative feedback from teachers and support staff, will track student performance and identify areas needing additional support.

- **Individualized Plans:** Each student will benefit from a personalized learning plan that outlines specific goals, strategies, and milestones for academic improvement. These plans will be reviewed regularly to adjust interventions based on progress and evolving needs.
- **Parent/Guardian Engagement:** Ongoing communication with parents or guardians will be prioritized through regular progress updates, parent-teacher conferences, and workshops. This collaboration ensures transparency and empowers families to effectively support their child's educational journey.

In addition, our Charter School integrates the Community Schools Strategy to further support socioeconomically disadvantaged and low-income students. This program provides structural, programmatic, and curricular elements that enable teachers to bridge academic gaps and promote strong achievement across all grades. Our counselors, equipped with PPS credentials and advanced degrees like MFT or MSW, collaborate closely with families to identify and coordinate support services. This includes facilitating access to no-cost or low-cost counseling services, assistance with applications for subsidized housing, and other family aid services available to local residents.

In conclusion, our Charter School is committed to fostering an inclusive and supportive environment where every socioeconomically disadvantaged and low-income student receives personalized attention, equitable access to resources, and ongoing monitoring of their progress. By implementing targeted identification strategies, comprehensive support systems, and robust progress monitoring practices, we aim to empower every student to achieve academic success and personal growth.

Students with Disabilities

The FSDRL contains provisions necessary to address matters related to students with disabilities, including special education and other federal requirements.

1:27 Meeting the Needs of Foster Youth and Other Groups

1.27a: Identifying Students in This Subgroup

Bright Star Schools is committed to meeting the diverse needs of Foster Youth and students experiencing homelessness in accordance with AB 490 (Education Code Section 48853.5). We identify foster youth, students experiencing homelessness, and other relevant student groups through a proactive and sensitive approach:

- **Identification Process:** We collaborate closely with local child welfare agencies, foster care organizations, and homeless shelters to identify students in these vulnerable populations. This includes

interactions with the Department of Child and Family Services and other welfare officers. We proactively provide Housing Questionnaires upon enrollment and again mid-year to support identification.

- **Enrollment Procedures:** Our enrollment process includes specific questions and considerations designed to identify students who are foster youth or experiencing homelessness. This ensures that appropriate supports and services can be provided from the outset.

By implementing these strategies, Bright Star Schools ensures that foster youth, students experiencing homelessness, and other vulnerable student groups receive the necessary support and resources to thrive academically and personally.

1.27b: Meeting the Needs of Students in This Subgroup

Addressing the needs of foster youth, students experiencing homelessness, and other relevant student groups is a priority at our Charter School. We collaborate closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers, and community-based organizations to determine and meet these needs. A variety of services, including tutoring, mentoring, counseling, and advising, are provided both on campus by school personnel and through partnerships with community-based organizations.

We implement targeted strategies to ensure these students receive necessary services, supports, and opportunities:

- **Comprehensive Support Services:** Dedicated school counselors, Community Schools Managers and educators collaborate to assess and address the unique needs of foster youth, homeless students, and other vulnerable groups. This includes access to counseling, academic support, transportation assistance, and referrals to community resources for housing, health services, and legal aid.

- **Supportive Environment:** Our school community is designed to be supportive, ensuring that all students feel safe and valued. Staff undergo specialized training to maintain sensitivity and foster effective communication with students and their caregivers.

- **Inclusive Opportunities:** We provide a range of extracurricular activities, tutoring programs, and mentorship opportunities tailored to promote academic success and enhance social-emotional well-being for all students, including those facing challenging circumstances.

By integrating these approaches, our Charter School aims to empower foster youth, students experiencing

homelessness, and other vulnerable student groups to thrive academically and personally.

1.27c: Monitoring The Progress of Students in This Subgroup

The progress of Foster Youth and students experiencing homelessness are monitored by a school site team including, the counselor, teacher, Dean of Restorative Practices, and Assistant Principal as an explicit subgroup. This data is then gathered on a quarterly basis by the Homeless and Foster Youth Liaison, who is also a Counselor. This liaison will determine the appropriate actions to take, if any are needed.

Monitoring the academic and personal progress of foster youth, students experiencing homelessness, and other relevant student groups is integral to our support approach:

- **Regular Progress Monitoring:** We employ a data-driven approach with regular assessments, progress reports, and individualized learning plans to track student performance and identify areas needing additional support.

- **Collaborative Review Processes:** Our counselors and support staff collaborate with teachers and families to review progress, adjust interventions as needed, and celebrate achievements. This ensures that students receive personalized attention and support throughout their educational journey.

- **Parent/Guardian Engagement:** Ongoing communication with parents or guardians of foster youth and students experiencing homelessness is prioritized through regular updates, meetings, and workshops. This collaborative effort strengthens the support network around each student, enhancing their overall success.

In conclusion, our Charter School is committed to providing a supportive and inclusive environment where foster youth, students experiencing homelessness, and other vulnerable student groups receive personalized attention, comprehensive support services, and ongoing monitoring of their progress. By implementing targeted identification strategies, providing specialized supports, and maintaining rigorous progress monitoring practices, we aim to empower every student to achieve academic success and thrive personally.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

2.1-2.4: Items 2.1 Through 2.4 Can Be Referenced by the LCFF Table in Element 1

See LCFF table in Element 1, incorporated by reference herein, for additional information on sections 1 through 4.

2.5: Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

The assessment plan for VAHS is designed to be a tool for internal and external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what VAHS expects students to learn, assignments are aligned with State Standards and the school's pupil outcomes and curriculum. All curriculum and assessments are standards-based, as described in Element 1. Ongoing benchmark assessments are used to meet the following objectives:

1. **Revise Curriculum and Instruction:** Assist teachers in adapting and refining curriculum and instructional practices based on student needs and data insights to enhance learning outcomes.

2. **Support Principal in Staff Management:** Enable principals to effectively manage and support their staff by providing data-driven insights that inform staffing decisions and instructional strategies.

3. **Provide Feedback to Parents and Students:** Offer meaningful and actionable feedback to parents and students about individual and group progress, helping them understand and engage with the learning process.

4. **Benchmark School Performance:** Compare the school's progress and performance with that of similar schools to identify strengths, areas for improvement, and best practices.

5. **Monitor and Adjust School's Progress:** Track the school's advancement towards its mission and goals, making necessary adjustments to activities and strategies to ensure continuous improvement.

6. **Ensure Accountability for Student Outcomes:** Hold the school accountable for meeting established student exit outcomes and standards, using data to ensure that all students achieve the expected academic and developmental benchmarks.

Valor Academy believes that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter our school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content and standards. To do this, we establish a baseline measure of student achievement and then continuously monitor

and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction (as needed).

Upon entering VAHS, all quantitative data that we have access to is input and used as baseline data against which progress can be measured. Data may include previous years' CAASPP data, ELPAC data, and any other standardized data such as i-Ready assessments (if available to the school). Such data allows us to measure academic growth longitudinally from year to year per cohort and per individual student after they have been accepted into our school. In addition, this comparative data provides information on the strengths and weaknesses of our academic program and is used to modify and improve content delivery and instructional decisions from year to year.

2.5a: Internal Assessments and Frequency of Assessments

Norm Referenced Standardized Assessment:

i-Ready: All students participate in norm referenced standardized assessment. Currently, Bright Star Schools uses the i-Ready assessment for Reading and Math. i-Ready is an adaptive assessment, identifying performance levels in key domains as well as assigning an overall performance score and grade level equivalency. This is accomplished by adjusting each question a student encounters based on the performance of the questions they have answered previously. By adjusting the level of difficulty with each additional question, the assessment is able to narrow down the current performance abilities of the test taker as the test progresses. The assessment results are used to appropriately place the students in the most supportive math class each year and to identify additional supports as needed. i-Ready assessment cycles are given three times per year to help measure yearly progress. Students' initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. The data provided by this assessment allows us to accurately monitor student achievement and progress, meeting the six objectives listed above.

Performance Expectations: Overall population and all subgroups are expected to score in the "Average, Effective, and Highly Effective" range for students meeting growth and proficiency on the California Charter Schools Academic Progress Indicator for Grades 9-12 published by Curriculum Associates.

Frequency: Triannual - Diagnostic assessment is given during the Fall, mid-year assessment is given during the winter, and summative assessment is given during the spring.

Subject-Specific Summative Assessments:

Valor Academy students demonstrate their mastery of content standards at the culmination of each semester

through final exams. The objective of the exams is to confirm that students have, indeed, mastered the standards required and will be able to "meet all statewide standards…required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools."[120] Assessments are designed to be an equitable process that best demonstrate a student's mastery of the targeted standards.

When not provided by the BSS mandated curriculum, Instructors have agency to design their assessments as they see fit to adequately demonstrate standard mastery. All assessments are reviewed by department leads and must meet their approval before being delivered. Assessments are frequently created from item banks from curriculum providers or sources provided by Bright Star Schools for their rigorous alignment to standards and depth of knowledge application. Other assessments are directly pulled from provided curricula.

Midterm assessments are frequently used as a formative assessment to determine students' progress toward being able to show mastery by the Semester's end when Final assessments are administered. Similar to finals, instructors design assessments with access to item banks provided by BSS, and exams must be reviewed and approved by department leads prior to administration.

These Subject-Specific Summative Assessments are all analyzed through VAHS's Data Analysis Protocol as described in section 1.2 and again below in 2.6b.

Performance Expectations: Overall population and all subgroups are expected to score at a range that accurately reflects their standard aligned knowledge given best effort. This data is used to identify key misconceptions and is used to identify paths forward that will improve results in the future.

Frequency: Quarterly. Each subject gives a final exam at the conclusion of each Semester. When administered, Midterms are given as near the midpoint of the semester as possible.

Subject-Specific Unit Assessments:

At the culmination of each academic unit, instructors are responsible for creating or compiling course assessments. As with final exams, instructors have access to item banks that meet grade appropriate, standard-aligned rigor. Many BSS provided curricula provide end of unit assessment that instructors adopt. These assessments inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught. Teachers generally key these assessments against their own lesson plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create common subject-matter assessments so that the assessments are consistent throughout

[120] Cal. Educ. Code § 47605(d)(1) (2020).

the school. Unit Assessment data not only confirms the acquisition of grade level State Standards, but also allows teachers to identify gaps in learning that can be re-addressed in upcoming units as well as targeted for focus in study sessions ahead of final exams. Wrong answer data also allows instructors to refine their lesson plans for following years, ensuring that every year of teaching brings further professional growth to the instructor.

Performance Expectations: Overall population and all subgroups are expected to score at a range that accurately reflects their standard aligned knowledge given best effort. This data is used to identify key misconceptions and is used to identify paths forward that will improve results in the future.

Frequency: Every 5 Weeks. While all classes and curricula move at separate pace, VAHS gradebook policy expects that roughly every 5 weeks, each class should provide a summative assessment. Each class should finish the Semester with 3-4 summative assessment grades entered in the gradebook.

Subject-Specific Formative Assessments:

The primary purpose of formative assessments is to ensure that lesson objectives are being met and to develop rapid responses to misconceptions. While VAHS's grading policy states that a formative assessment must earn a grade at least weekly, instructors are trained to gather formative data constantly during instruction and to be responding and making decisions in the moment. Commonly graded formative assessments include, but are not limited to exit tickets, class work, quizzes, homework. Commonly used, but unrecorded formative assessment includes but is not limited to, checks for understanding, turn and talk responses, classroom circulation and monitoring, review games such as Kahoot or Quizizz, and digital polls.

Performance Expectations: Overall population and all subgroups are expected to score at a range that accurately reflects their standard aligned knowledge given best effort. This data is used to identify key misconceptions and is used to identify paths forward that will improve results in the future.

Frequency: Weekly. While informal data gathering through formative assessment is constant in any well run classroom, at least one piece of formative assessment appears in all gradebooks weekly.

Gradebook Analysis:

Report Cards: Although information on student academic performance is available to families in real time through parent portals to our student information system, Aeries, formal Report Cards are published quarterly, with the two end of Semester report cards representing finalized grades. If a student is failing multiple classes, Tier 2/3 supports may be triggered through a formal collaboration between the counselor, teachers, family, and other relevant stakeholders within a SSPT. Internally gradebooks are analyzed four times per year to look for trends in data. These grade book analyses seek to find the distribution of grades and respond accordingly. The analyses also identify students who are in need of intervention early enough that grade recovery is achievable.

Performance Expectations: Overall population and all subgroups are expected to have fail rates below 15% of students, or to develop a plan to achieve these results moving forward. Grades should be an accurate representation of the authentic content knowledge that each student has mastered.

Frequency: Four per year, including 2 progress reports, and 2 finalized semester report cards.

Other National Exams:

Students in AP courses take the AP exams at the end of the course. All students also have the opportunity to take the pre-Scholastic Aptitude Tests (PSATs) by 11th grade. Most students take SATs by 12th grade and may begin taking SAT II subject tests as early as 9th grade. Some students also opt to take the ACTs (American College Testing). VAHS reserves the right to choose different methods and tools for assessment that are aligned to the State Standards and common core will yield similar data and meet similar goals described above.

Performance Expectations: AP Pass Rates are expected to increase year over year from the year prior.

Frequency: Annual.

Social Emotional Surveys:

As part of our commitment to a "Whole Student" learning approach, as described in section 1.2b, and in assessing the impact of our work on school culture, particularly around restorative practices, all Valor Academy students take a survey in the beginning and end of the year to determine baseline and progressive growth on various social emotional benchmarks. Educational achievement is more than a function of whether relevant materials were presented to students; achievement is often a function of a student's outlook on themselves and their environment. To maximize student outcomes, Bright Star Schools is committed to gathering data and adjusting practices in reflection of this data to ensure student socioemotional climate is ideal for nurturing learning. During analyses, a student's SEL data is compared to grades, and summative assessments that depict a larger picture of the student's abilities and status as a Valor Academy student.

Performance Expectations: Positive ratings are expected to raise yearly from Fall to Spring.

Frequency: Biannually.

2.6 Data and Reporting

VAHS will use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal and Assistant Principals oversee the collection and analysis of assessment data. Multiple forms of data are gathered to draw a

clearer picture of student attainment of learning objectives as well as pinpointing the existence of and reason for significant learning gaps.

2.6a: Type of Data Used

Our data analysis begins with Norm Referenced Standardized Assessment, currently BSS uses i-Ready to act in this capacity. Throughout the year, final exam data as well as midterm data, if applicable are analyzed for more content specific progress analysis. Gradebook data is assessed at multiple points during the year for in-class progress of grade level standards. Finally, student SEL and Student Supports, through Panorama Survey Platform and staff created Google Surveys, are taken into account to assure that VAHS is meeting the needs of our students in order to achieve the academic outcomes we have defined. The Panorama online platform provides a great tool where staff can combine all student data such as academic, attendance and social emotional all in one place to see individual, grade level, subgroup and whole school trends.

2.6b: The Role and Use of Data to Inform Curriculum, Instruction, Tiered Intervention, and Enrichment

i-Ready assessments are scored by the system immediately upon completion of the assessment. Students and instructors record scores as well as growth goals following the first diagnostic assessment in fall. This data is tracked for progress immediately following completion of the final i-Ready assessment in the Spring. As a school, with each administration of the i-Ready assessment, once a minimum of 95% of students overall and from all significant subgroups have completed the assessment, leadership uses the embedded result analysis to determine strengths and needs by domain, grade level, and subgroup. Students are able to be grouped by areas of common need. Finally, students performing significantly lower than grade level are selected for Tier 2 intervention, such as enrollment into Math Lab or SGI.

Final assessment data, and midterm if applicable, will be scored and analyzed by teachers using the **Data Analysis Protocol template**. This will also include the analysis of student subgroups including but not limited to special education, and English language learners. Teachers conduct reflection on the scores to facilitate assessment analysis and create action plans. Teachers then meet with their department after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Common individual interventions are listed in detail in section 1.2b; but include SGI, Math Lab, Office Hours, Student Success and Progress Teams, etc. Professional development days are facilitated by the Principal and supported by the Bright Star network to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.

Teacher analysis of Interim Assessments consists of three parts:

1. Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern;
3. Details for instructional plan for re-teaching, including accommodations and strategies for students with disabilities and multilingual learners.

District Support and Data Collection Consist of:

1. The maintenance of the summative dashboard, where administrators can access, analyze and predict scores after each benchmark for the official California School Dashboard;
2. View and compare longitudinal data for summative assessments such as i-Ready;
3. Compare alongside gradebook scores from teachers thereby analyzing both formative and summative marks;
4. Facilitated data analysis cycles to support teams with utilizing the most current data to provide just in time scaffolding and differentiated intervention and acceleration.

2.6c: The Use of Data to Monitor and Improve the Charter School's Educational Program and Operations by Staff, School Site Leadership, Executive Leadership, and the Governing Board

VAHS utilizes a continuous cycle of data collection, analysis, and reflection to monitor and improve its educational program and overall operations. School staff and site leadership regularly review academic performance data, including state assessment results, iReady diagnostics, and classroom-based assessments, to guide instructional planning, identify areas for intervention, and support student learning. The executive leadership team evaluates data at the school and org-wide level to assess the effectiveness of the program and monitor progress toward goals. These goals include: (1) ensuring that all students demonstrate increased academic growth as measured by state test scores in Math and ELA, improved English language proficiency, and iReady results; (2) fostering a positive, engaging and supportive school culture that promotes student social-emotional development and actively involves families in their children's learning; and (3) maintaining school facilities in good repair, ensuring instructional staff are properly credentialed, and providing students with standards-aligned instruction. The Governing Board uses the data on student achievement, attendance, finance, and other metrics to guide oversight, inform strategic priorities, and ensure accountability and transparency.

2.6d: The Role and Use of Data to Inform Stakeholders of Charter School Performance

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

2.7: Grading, Progress Reporting, and Promotion/Retention

At the heart of mastery learning and equitable grading practices, is the philosophy that everyone can learn given the right circumstances—aptitude is the length of time it takes a person to learn, not how "bright" a person is. This matches the objective of Valor Academy High School to prepare our students to attend college. Grades should reflect knowledge, not averaged with student effort. The implementation of concepts of mastery learning across VAHS is designed to provide a better learning environment to support all students to achieve proficiency on State Standards.

2.7a: Grading Policy

Grade Categories

Grades are comprised of a balance of assignments and exams. Both formative and summative assessments where the majority of the grade is based on End-of-Term tests, projects, and essays. This reflects the grading system of higher education institutions that further prepares our students for college.

Practice Assignments	*Homework, Notes, Classroom Worksheets, Warm-Ups* Practice Assignments allow teachers to ensure that students are keeping up with classroom learning and continue to practice skills.
Formative Assignments	*Quizzes, Small Projects, Presentations, Exit Tickets, Labs* These Assignments allow the teacher to *monitor student learning* to provide ongoing, timely feedback that can be used by teachers to inform daily lessons. These assignments can be completed with peers or independently.
Summative Assessments	*End of Unit/Quarter Exams, Essays, Projects* Summary Assessments allow for *students to be able to show their individual mastery of standards covered in the lesson*. In addition, similar to practice

	assignments, mastery assignments' data will be used to address intervention and enrichment during a lesson. These assignments are completed independently so that teachers are able to have an accurate idea of the knowledge and skills that students have learned. Mastery assessments are meant to *evaluate student learning* at the end of an instructional unit by comparing it against standards and skills taught in a unit. These assessments should be done independently or be given in conjunction with another independent mastery assessment so that teachers are able to analyze student learning and identify knowledge and skills that need to be revisited and reassessed.
Stand Alone Summative Assessment	*Midterms, Finals* End-of-term summative assessments, which occur at the end of a quarter and again the semester, are meant to *evaluate cumulative student learning* at the end of an instructional term by comparing it against standards and skills taught in that quarter. These assessments must be done independently. Midterms and Final assessments are the final opportunity for students to demonstrate their mastery of knowledge and skills, and for teachers to analyze the data to make informed planning decisions for future instructional planning.

Grade Scale

Percentage	Letter Grade	Criteria for Level of Mastery	Meaning (Student Friendly Language)
100-98%	**A+**	**Exceeding**: Exceeding grade-level expectation for the standard.	*I know it, and I can teach my peers.*
97-93%	**A**		
92-90%	**A**		
89-88%	**B+**	**Meeting**: Meeting grade-level expectation for the standard.	*I understand the concept, and I'm ready to move on.*
87-83%	**B**		
82-80%	**B**		

79-78%	**C+**	**Nearly Met:** Partially meeting grade-level expectation for the standard.	*I understand some of the concept, but I need more time and practice.*
77-73%	**C**		
72-70%	**C**		
69% & Below	**NP**	**Not Met**: Not meeting grade-level expectations for the standard.	*I don't understand yet; I need to see or hear the concept in a new way.*

2.7b: Type and Frequency of Progress Reporting

Grading, Progress Reporting, and Promotion/Retention: Type and Frequency of Progress Reporting

1. School-wide Annual Report of Progress

VAHS prepares an annual accountability report with additional elements reflecting on the school's performance toward meeting the provisions of the charter for parents, community and the District.

a. The SARC report is available on the school website here (full HTMLL script available here: https://sarconline.org/public/summary/19647330127894/2020%E2%80%932021);

b. Our Chief Instructional Officer prepares reports for the Board on a monthly basis;

c. Our Senior Vice President of Leadership Development reviews our organization's dashboards consistently during coaching meetings with the Principal with relevant demographic data (e.g. suspension rate and ADA) and Academic Performance on both standardized assessments and internal data measures.

d. The principal and assistant principals also meet with Content Directors for aligned curriculum end of unit exams, and for student IEP goals.

2. Individual Student Progress Reporting & Communication

Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Students receive report cards at the end of each semester (twice) and a

progress report card at the end of each quarter (twice). Spring is the final report card. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress reports are one of several ways to keep parents in the communication loop about student performance, and ensure that data collection is regular and consistent. Parents can check the status of their student's grades anytime through our Student Information System, Aeries', parent portal.

Frequency: Four per year, including two progress reports, and two finalized semester report cards.

Student Success Progress Team

A Student Success Progress Team is automatically formed for each student who is at risk of repeating a grade level. SSPTs are held throughout the year in order to continuously determine the appropriate educational supports the student may need. An SSPT consists of the Principal, teachers, counselor, student, and parents. At least one member of the SSPT or Counselor will join a repeating student's conference each quarter. After the initial SSPT, team members reconvene to discuss progress. Continuous revisions of the SSPT are done in order to determine which supports work best. If a student continues to struggle despite various accommodations and supports, the school and, or parent, may request an evaluation for special education eligibility.

Ongoing communication between teachers, parents, and students is an essential component of VAHS, and is triggered by the assessment timeline. Parent conference with teachers on an informal basis weekly or monthly, and on a formal basis two to four times per year to discuss students' progress reports and upcoming learning plans. These efforts are made to identify students who are not performing well early in the semester. Students who are scoring below a 70% in a given subject may be referred to an SST if it demonstrates part of a larger trend in the student's performance and appropriate accommodations will be made. If it is not a part of a larger trend, there will still be a meeting with the counselor and the student to identify the barriers to success. Depending on the reason, counselors will recommend the appropriate supports for the student to the teacher, including:

- Tutoring
- Intervention materials or programming
- Retakes or assignments or assessments
- Enrollment in a study group.

Teachers meet throughout the year in PLCs to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself.

2.7c: Promotion/Retention Policy and Procedures

As written in the VAHS Family Handbook:

Graduation Requirements

Valor Academy High School's graduation requirements are in alignment with the A-G requirements of the University of California and the California State University system to ensure that our mission and vision for all students are achieved. For all courses, to earn credits, students must pass with a grade of 70% or better, ensuring that all students are prepared to enroll in a four-year college or university.

In addition to A-G requirements, students must also earn 220 credits. Most semester-long courses taken at a Bright Star School will earn five credits, while most yearlong courses will earn ten credits. The provided VAHS schedule will enable students to meet graduation requirements within four years.

Graduation requirements are communicated to families in the family handbook, which is offered in both English and Spanish, at the start of the year or when the student enrolls. Additionally, the family handbook is offered to families at our family events and in the College Knowledge seminars for all parents, where graduation requirements are also reviewed.

Required Coursework: All students must complete the A-G Required Coursework along with one PE course and 60 credits of electives.

A-G Requirement	Requirement Description	Credits Earned
History / Social Science (A)	Two years - History or Social Science, including World History and United States History	20
English (B)	Four years - College Preparatory English	40
Math (C)	Three years - College Preparatory Math, including Algebra 1, Geometry, and Algebra II	30
Lab Science (D)	Two years - Laboratory Science, two years of Lab Science	20

Foreign Language (E)	Two years - Foreign Language (non-English, in the same language)	20
Visual and Performing Arts (F)	One year - Visual & Performing Arts	10
College-Preparatory Elective (G)	College Prep Electives, one additional course in requirements A-F	10
-	Physical Education	10
-	Electives	60

Credit Recovery

VAHS offers a comprehensive summer school program available to all students who need credit recovery at no cost. For students unable to attend summer school due to family or other circumstances, the school also offers online credit recovery programs as an option. Additionally, our counseling team works diligently to analyze students' transcripts and ensure that if they did not complete a course requirement in the previous academic year or summer term, they are re-enlisted in the course for the following year.

Ensuring Transfer Students Meet Graduation Requirements

For transfer students entering Valor Academy High School, credits from an accredited high school will be entered on their transcript and applied towards graduation credits. Upon enrollment, the grade-level counselor works closely with transfer students to ensure that they are able to meet graduation and college entrance requirements. When we get a transfer student, we carefully analyze their coursework history from previous schools and perform an intake meeting with the student's family and their counselor to create an academic plan. Students with credit deficiency will be offered online credit recovery options, as well as summer school or community college course options. Every student who unrolls from VAHS also receives a transcript to provide them with an official record of courses completed and credits earned at our school.

Additional Requirements

1. 80 service hours completed, 40 of which are completed outside of VAHS
2. Five post-secondary visits

Transfer Students

For transfer students entering VAHS only credits and grades from an accredited high school can be entered on transcript and applied towards graduation credits.

Class Matriculation or Promotion

In order to progress through the grades, students must make adequate progress to be eligible for the next grade level. Students must earn 50 credits to be considered a sophomore, 100 credits to be considered a junior, and 150 credits to be considered a senior. Seniors at VAHS are typically enrolled in 5 courses per semester.

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(c)(5)(D).)**

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all

transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and

guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

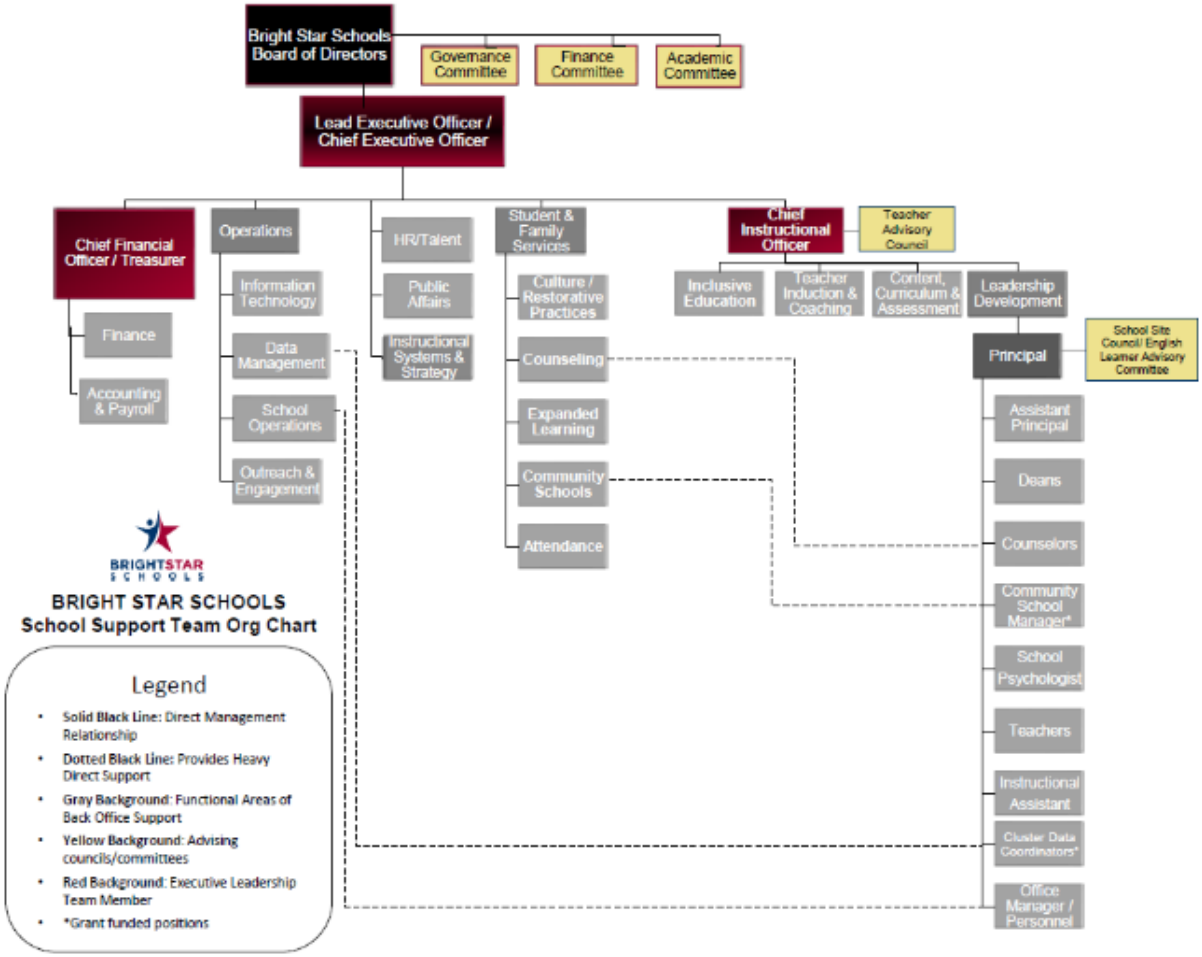
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

4.1: Governance Structure

4.1a: Org Chart

All Bright Star schools (Rise Kohyang Elementary, Rise Kohyang Middle, Rise Kohyang High, Stella Elementary Charter Academy, Stella Middle Charter Academy, Stella High Charter Academy, Valor Academy Elementary, Valor Academy Middle, and Valor Academy High), are each independent charter schools governed by the Board of Directors of Bright Star Schools ("Governing Board" or "Board"). The Board of Directors is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

The organizational chart below depicts the role of the Governing Board in relation to school management. The Governing Board makes all final decisions by Board vote on all school-related matters presented for action including, but not limited to curriculum, instruction, finances and facilities. The committees of the Board may inform these decisions, but all decisions are made by the Governing Board at its duly noticed meetings.



4.1b: Description of Major Roles and Responsibilities

Bright Star Schools is the nonprofit operator of the Charter School and ultimately has all governing responsibility for any and all actions related to the Charter School.

All general-purpose entitlement (public funds) received by or on behalf of Charter School, including Charter School assets derived from public funds, are and shall be held in accordance with the charitable trust doctrine for the benefit of the Charter School and Bright Star Schools. Such public funds remain subject to Education Code Section 47633(c) and are and shall be included within the scope of Charter School's annual audit per Education Code Section 47605(m).

The Charter School's related party transactions, if any, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards[121]that involve the Charter School's public funds shall remain within the scope of the annual audit required under Education Code Section 41020(c) and subject to District oversight. Bright Star Schools agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of Charter School oversight.

Bright Star Education Group (BSEG) serves as a separate non-profit from Bright Star Schools and BSEG's sole function at this time is to serve as a facility development and lease-holding entity to serve Bright Star Schools. Notwithstanding any other law or provision of this Charter, Bright Star School's governing Board shall not be comprised of a majority of any combination of BSEG's member(s) or BSEG's directors, employees, or affiliates. Any lease amendments or related transactions between Bright Star Schools and BSEG, must be approved by Bright Star Schools in a lawful, open and transparent manner. Examples of transactions between BSEG and BSS may include but are not limited to facility agreements or monetary grants that might be provided by BSEG to BSS. Bright Star Schools shall maintain records with verifiable documentation of such transactions. Any such transaction shall be subject to District oversight

Board of Directors

The work of Bright Star Schools' Board of Directors (also referred to herein as "Board") is organized to accomplish the following objectives:

- Ensure the mission and vision of Charter School.
- Ensure adherence to all state and federal requirements as well as those requirements set forth by

[121] "Set primarily by the Financial Accounting Standards Board (FASB)"

Charter School in its charter.

- Evaluate the Lead Executive Officer / CEO annually and hold him/her responsible for meeting the academic and fiscal goals of the Charter School.
- Ensure effective organizational planning for the Charter School.
- Provide support and assistance to the Charter School in its fundraising efforts, as well as other needs as they arise.
- Ensure the long-term financial stability of Charter School.
- Establish broad support and future Partnerships to further the mission of Bright Star Schools to prepare students for college and career.

The Board governs the Charter School, holds the school to its mission, ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the Lead Executive Officer / Chief Executive Officer, henceforth referred to as LEO. The LEO in turn hires, evaluates and oversees the executive team including the Chief Financial Officer, Chief Instructional Officer, and the Senior Vice President of Operations. The Chief Instructional Officer is responsible for the hiring and evaluation of the Senior Vice Presidents of Leadership and Development who then oversee the principals and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, LEO, the executive team and all administrators and support staff ensure the flow of information necessary for responsive, strong governance.

The role of a member of the Board is as follows:

- Advocate for Bright Star Schools and its mission of preparing students for college and career;
- Adhere to the Brown Act and applicable public transparency laws;
- Attend Board meetings, committee meetings and important related meetings
- Serve with professionalism, integrity and enthusiasm;
- Volunteer for and accept assignments and complete them thoroughly and promptly
- Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
- Get to know other Board and committee members and build a collegial working relationship that contributes to consensus;
- Actively Participate in the Board's professional development, including trainings on topics including local agency ethics (AB 1234/2158), conflicts of interest, and the Brown Act; annual

evaluation and planning efforts;

- Participate in fundraising for the organization, cultivate prospective donors and volunteers and give an annual financial gift (determined by the Board chair) to the best of personal ability;
- Abide by all legal responsibilities and comply with applicable rules and regulations; and
- Disclose any potential conflict of interest, whether real or perceived.

Bright Star Leadership

Lead Executive Officer & Chief Executive Officer (henceforth referred to as "LEO"): The LEO oversees and advances all Bright Star Schools. The LEO embodies and advocates for the mission, vision, and strategic direction of the school organization. The LEO drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. They ensure compliance with the school's charters and all relevant laws and requirements as set forth by the District and State. The LEO manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the Charter Schools. The LEO oversees all positions in the organization and directly manages a Senior Leadership Cabinet which includes department leaders in Instruction, Finances, Student & Family Services, Operations, Public Affairs and Talent & Human Resources. The LEO is hired and evaluated by the Board of Directors of Bright Star Schools.

Chief Instructional Officer (CIO): The Chief Instructional Officer is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The CIO oversees the tools, resources, professional development and support offered to school leaders and instructional positions of the school. The CIO creates the structure of the team at the central office level that will aide in the creation and implementation of the tools, resources and instructional systems. Their work spans across Tier 1, 2 and 3 instructional practices and supports, data, and specialized subgroups such as Inclusive education and Multi Language learners. The CIO directly manages the leaders for instructional content, inclusive education, curriculum & assessments, new teacher induction & coaching and leadership development in their management and guidance of the Charter School staff. The CIO is hired and evaluated by the LEO.

Chief Financial Officer: The Chief Financial Officer (CFO) leads facility, finance and outreach operations for Bright Star Schools. The CFO ensures that people systems, fiscal controls, administrative and reporting procedures are in place to serve the students, parents and staff, in order to ensure financial strength and operating efficiency for the sustainability of the organization. They also are responsible for identifying, acquiring,

renovating and maintaining the educational facilities serving the Bright Star network, as well as oversee the accounting department which creates and manages school and organizational budgets. The CFO manages all accounting personnel, facility personnel, as well as a number of strategic consultants and advisors. The CFO is hired and evaluated by the LEO.

Senior Vice President of Operations: The Senior Vice President of Operations (SVPO) is an essential leader in the network, providing input into all strategic and operational aspects of the organization. The SVPO is responsible for overseeing the following departments at all Bright Star Schools: school operations, student information, student outreach & enrollment, and information technology. The SVPO is hired and evaluated by the LEO.

Board Committee Structure and Committee Responsibilities

The Board of Directors may create or convene the following committees outlined below or others, either standing or on an ad hoc basis. The Board Chair and Lead Executive Officer match Board members by their area of expertise to one of the three committees outlined below and make recommendations to the committee chair. For example, Board members with a financial background may be recommended to the Finance Committee. Current Committee members review potential Board member qualifications and discuss at committee meetings whether that Board member should be placed in the committee.

A. Governance Committee
   - Recruit, nominate, train new directors;
   - Establish responsibilities and evaluate individual Board members;
   - Review the performance of the Board as a whole;
   - Support and review performance of LEO;
   - Collaborate on organization-wide strategic plan and yearly goals
   - Identify fundraising opportunities;
   - Plan fundraising events or programs;
   - Develop and evaluate fundraising goals.

B. Finance Committee
   - Monitor budget implementation through periodic financial reports;
   - Recommends approval of accounting policies;
   - Reviews and recommends approval of an independent annual audit by qualified CPA (the audit firm will be previously selected and approved by the full Board);

- Ensure adequate insurance;
- Review facilities maintenance requirements;
- Review and negotiate lease agreements;
- Develop and maintain adequate facility personnel policies and procedures;
- Supports LEO's efforts to explore growth and facility opportunities;
- Evaluate growth opportunities for the organization;
- Ensure growth implementations conform to the Bright Star Schools mission statement.

C. Academic Committee

- Ensure programs and services are consistent with mission & charter;
- Develop and review measurable academic outcomes;
- Review and approve guidelines for teacher evaluations;
- Review and approve guidelines for administration/staff evaluations;
- Monitor progress in achieving outcome and goals;
- Develop and maintain adequate personnel policies and procedures;
- Review and support Bright Star's mission statement.

All committee meetings will comply with all of the provisions of the Brown Act with a meeting location within Los Angeles County. If a Board member requires teleconferencing, Bright Star Schools will comply with Government Code Section 54953(b) by publishing teleconference locations on all agendas otherwise consistent with the Brown Act, requiring a roll call vote on all action items, posting the agenda at all teleconference locations, and ensuring that all teleconference locations are accessible to the public and within Los Angeles County.

4.2: Governing Board Composition and Member Selection

The composition of the governing Board is a range of professional backgrounds, ranging from organizational success to K-12 expertise, as well as understanding the communities the school's students come from and are representative of our student's identities. This includes members with backgrounds in K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals who are heavily invested in the school community. This Board composition will support effective charter school governance because Board members will bring a diverse range of professional experience.

4.2a: Length of Term

Each Director shall hold office for two (2) years, and each incumbent director shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be reelected.

4.2.b: Process and Potential Considerations for Determining a Need to Select/Add Board Member

The Governance Committee of the Board does an analysis of the composition of the Board and identifies if there is a need for new Board members.

Selection process of potential Board members includes:

- Resume review and audit
- Initial meeting with Lead Executive Officer/Chief Executive Officer
- Meeting with Board Chair
- Meeting with one of the committee chairs or committee member
- Recommendation by Board Chair
- Recommendation by one of the committee chairs or committee members
- Recommendation by Lead Executive Officer/Chief Executive Officer
- Potential Board member attends committee and Board meeting as general public observed
- Committee that is most aligned with the area of expertise discusses Board member and recommends to move forward at a Board meeting to vote on membership
- BSS Board discusses recommendation and votes

Determination for the background needed includes, but is not limited to:

- Specific area of expertise in TK-12 education, Post-secondary education, law, finance, real estate, business, equity, policy, and/or communications
- Passion for public school education in Los Angeles County
- Reside and/or work in Los Angeles County
- Aligned with Bright Star Schools Charter Management Organization Values, Mission and Vision

4.2.c: Board Member Qualifications

- Individuals heavily invested in the school community
- Provide a diverse perspective with their educational background, career trajectory or lived experience

- Desired expertise in Human Resources, Recruiting, K-12 education, Legal, Finance, Marketing/Communications, Strategy or Operations
- May not be an employee or immediate family member of an employee.
- May not be a party to legal action that has been adverse to Bright Star.
- May not have a criminal record.
- Values aligned to the Bright Star Mission, Vision and organization-wide values

4.2d: Selection of the Composition of the Board

The selection process includes an initial meeting with the LEO and school tour; interview(s) with current Board members; formal submission and resume; written responses, and Board member questionnaire; and, reference checks. The potential Board member is then reviewed by the governance committee and if found suitable, the governance committee will make a recommendation to the full Board for approval. Board members are given a briefing on the prospective Board member and time is allotted for any additional questions before the vote. Ultimately, the potential Board member is voted on at a Board meeting. All directors shall be nominated and elected by majority vote of the directors then in office. The Board members serve two-year terms and can be re-elected to the Board after the completion of the initial term. The authorized number of directors shall be at least five (and no more than 20) until changed by amendment of the articles or the bylaws of the organization. Additional detail regarding the process of selecting and approving members of the Bright Star Schools Board of Directors is described in the Bylaws of the organization.

Selection process of potential Board members includes:

- Resume review and audit
- Initial meeting with Lead Executive Officer/Chief Executive Officer
- Meeting with Board Chair
- Meeting with one of the committee chairs or committee member
- Recommendation by Board Chair
- Recommendation by one of the committee chairs or committee members
- Recommendation Lead Executive Officer/Chief Executive Officer
- Potential Board member attends committee and Board meeting as general public observed
- Committee that is most aligned with the area of expertise discusses Board member and recommends to move forward at a Board meeting to vote on membership
- BSS Board discusses recommendation and votes

4.3: Governance Procedures and Operations

4.3a-b: Location and Frequency of Governing Board and Committee Meetings; Process and Timeline for Setting Annual Calendar of Governing Board and Committee Meetings

The annual calendar for the full Board and Committee meetings is set in consultation with the Lead Executive Officer, the Chair of the Board and each committee chair during late Spring/early summer. It factors in barriers to attendance, including school calendars, federal holidays, and religious restrictions. The calendar for the upcoming school year is approved by governing Board members typically at the last meeting of the school year in June. Usually the Board and committees meet 6-7 times per year. Board meetings are held at multiple locations, which also serve as teleconference sites. The primary in-person meeting location is 2636 S. Mansfield Ave, Los Angeles, CA 90016. The other BSS teleconference locations currently include:

- 4196 Marlton Ave, Los Angeles, CA 90008
- 4301 W. Martin Luther King Jr. Blvd. Los Angeles, CA 90008
- 1600 W. Imperial Hwy, Los Angeles, CA 90047
- 600 S. La Fayette Park Pl, Los Angeles, CA 90057
- 15526 Plummer Street, North Hills, California 91343
- 9034 Burnet Ave, North Hills, CA 91343
- 9356 Lemona Ave, North Hills, CA 91343
- 111 S. Madison Avenue, Los Angeles, CA 90004

4.3c: Location(s) for Posting Governing Board and Committee Meeting Agendas

All the governing Board and committee meeting agendas are posted digitally on the Bright Star Schools website and physically at each campus in a highly visible place where members of the public can see them. In most cases, this includes an area near the main office. The agendas are posted at each school site that also serves for two-way teleconference locations, as identified above.

4.3d: Specific Procedures That Will Ensure Compliance at Board and Committee Meetings with Brown Act Requirements and Other Public Transparency Laws Including Education Code Section 47604.1

All Governing Board meetings will comply with all of the provisions of the Brown Act and Education Code Section 47604.1(c)(3), which provides that the meeting location must be within Los Angeles County, and that two-way teleconferencing will be provided for each of the school sites operated by Bright Star Schools.
In accordance with state requirements,

- Each standard (non "just cause" under AB 2449) teleconference location be identified in the notice and agenda and;
- Each teleconference location be accessible to the public and within LA County
- All action items will require a Roll Call Vote

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of each school, at the entrance of each school's main office, and on Bright Star School's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. The frequency of regular Board meetings is typically six times per year, staggered approximately every other month. In addition to attending Board meetings, Board committee members will also attend Board committee meetings. The Committee meetings may be for Governance, Finance, Academic or ad hoc as needed. The Board committee meetings are also typically up to six times per year, staggered approximately every other month and shall comply with the Brown Act.

To ensure individual understanding of the Brown Act, Board members receive an annual training, either as a standalone training or in the biannual training on the provisions for Board members including ethics training. Meetings are held in accordance with BSS's Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by the secretary or other as designated by the Board. Meeting records shall be maintained in the Bright Star Schools office. Bright Star Schools has adopted a conflicts of interest code that complies with the Political Reform Act, and a policy that complies with Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

4.4: Decision-Making Procedures

4.4a-b: Quorum and Board Action Requirements

A majority of the Directors holding office shall constitute a quorum of the Board for the transaction of business, except to adjourn the meeting. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by law or by the Articles in our Bylaws, except as provided in the next sentence. A meeting

at which a quorum is initially present may continue to review agendized items notwithstanding the withdrawal of Directors, but no action shall be taken unless and until a quorum is restored.

4.4c: Abstention and Teleconference Participation

If a Board member requires teleconferencing, Bright Star Schools will comply with Government Code Section 54953(b) by publishing teleconference locations on all agendas otherwise consistent with the Brown Act. These locations will be accessible to the public, and the telephone used will have a functioning speaker to enable public access. Alternatively, the Board may comply with Government Code Section 54953(f) for "just cause" videoconferencing as defined and set forth in the statute.

A Board member may recuse from participation in any matter and/or abstain from voting, as applicable to the particular situation, in the instance of an actual or perceived conflict of interest, by disclosing the conflict. For an abstention from voting, the Board member should briefly state the reason for the abstention.

4.5: Stakeholder Involvement

4.5a: Role of Parents and Staff in The Governance of the Charter School

The Charter School believes that parental support is an integral part of a student's education and makes every effort to ensure that parental input is considered in the Board's decision-making process. Feedback is requested from advisory group members (e.g., SSC, ELAC, Community Advisory Committee, etc.) and through the annual Family Survey. Additionally, other representatives of the parent community are also encouraged and invited to address the Board regarding any input, comments, or concerns they have about the school. Time is reserved at the start of each Board meeting for this purpose. BSS staff members are invited to the Board and committee meetings to provide feedback. The Board Chair often invites staff members to present on various topics to inform the Board of Directors.

4.5b: Process by Which the Charter School Will Consult with All Stakeholders to Develop Its LCAP and Annual Update

In planning to draft the LCAP, the Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. During the school's first or second School Site Council, the Principal presents the school's current plan and reviews the goals for the year. In subsequent School Site Council meetings (throughout the year), the Principal shares progress towards meeting the school's goals. In early spring of each year, the Principal works with the Public Affairs team to coordinate the update and submission of many (but not all) District and state educational compliance documents. They work collaboratively to draft a plan in accordance with State Priorities and local goals. In March/April, the Principal

holds an Open Hearing to present State Priorities and propose school goals for the upcoming year. Goals are then amended based on recommendations provided from the school community. In May/June, amended plans are presented for feedback to the School Site Council. All stakeholders are invited to submit public comments. Final plans are approved at a public Board meeting.

4.5c: The Process by Which the Charter School Will Consult with Parents and Teachers Regarding the School's Educational Program

The Charter School consults with stakeholders about its Educational Program through various methods. The Teacher Advisory Council is composed of 7-10 teachers with representation from every grade level band, with at least one Inclusive Education teammate. The purpose of this council is to offer teacher perspective on topics that relate to the teacher experience. The CIO will report on this feedback to the Board. Parents and teachers can serve as members of the School Site Council (SSC). The Charter School SSC is comprised of at least ten members of the school community and includes the Principal, teachers, parents, and other staff members. There will be parity between staff seats and parent/community seats; additionally, for the school staff members, the classroom teachers must be in the majority. (Education Code Section 65000[a]). SSC members are nominated and elected by their peers and serve up to two-year terms. As a member of the SSC, all members (principals, teachers, students, and family members) should attend a majority of the meetings and are responsible for examining student achievement data, revising and maintaining the school goals as listed in the Local Control Accountability Plan. Information from the SSC meetings will be communicated at Board meetings through parent representatives or minutes that will be shared by the principal of the school. The SSC is one of the important groups providing feedback on the development of each annual LCAP. The English Learner Advisory Committee also gives recommendations on the annual LCAP review.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admission, parenting strategies, suicide prevention and intervention, etc.
- Posting of Board agendas in the school's main office
- Annual Parent Satisfaction Survey
- Regular parent newsletters
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings
- Translation of all parent communication materials into Spanish and Korean, if needed
- Frequent opportunities for parent involvement in school activities, including invitations to family dinners, student achievement celebrations, etc.

- Volunteer opportunities on campus, including campus beautification and traffic duty

4.5d: How The Charter School Will Use Its Website to Support Stakeholder Involvement

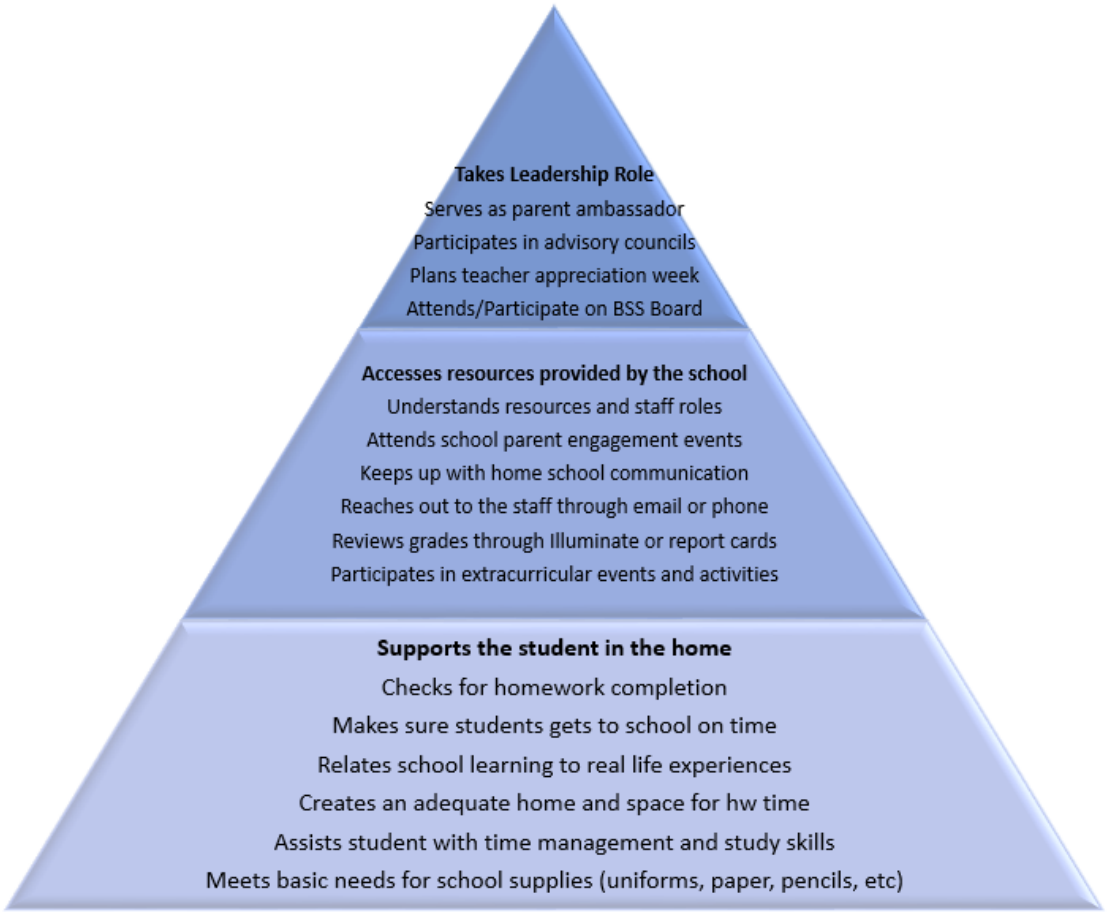
Parents and families can follow school updates and access resources (such as public documents, agendas, schedules, etc.) at both the brightstarschools.org website and on our active social media channels. In addition, the Charter School utilizes a system of communication for families called ParentSquare. ParentSquare allows Charter School to reach families through email, text and phone call for school updates, events, and emergencies, as well as the ability of direct messaging for families to get a hold of staff in their home language, and vice versa. Additionally, Charter School posts all meeting agendas and updated calendars, including Board meetings and School Site Councils, through ParentSquare (or a similar platform) as an added way to encourage parent participation.

4.5e: The Composition, Selection, and Operating Procedures for Parent Organization or Committee, If Any.

The Charter School values parent and family involvement and understands the important role families play in a student's academic success. More importantly, research shows that the number one predictor of a student's learning success is parent involvement. We view family engagement on a continuum of activities that happen in the home, within the school community, and contribute to the greater Bright Star School organization. We understand that not all families can take a leadership role as a parent ambassador or participate in advisory councils. Nevertheless, we share all opportunities with all families so they can be involved in their availability and desire. As described in the triangle graphic below, an engaged Bright Star parent can show it by supporting the student in the home, accessing resources provided by the school, or taking on leadership roles.

Leadership roles may consist of participation in advisory councils, including the School Site Council (SSC), the English Learner Advisory Committee ("ELAC"), or the Community Schools Advisory Council. Meetings are open to all family and community members. For membership within the councils, parents are nominated and elected by their peers and can serve up to two-year terms. At ELAC, the majority of parent members are parents of English Learner students to ensure their perspectives are heard in the service of multilingual learners.

An engaged Bright Star parent:



Element 5 – Employee Qualifications

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

5.1: Employee Positions and Qualifications

The qualifications, requirements, duties and responsibilities, etc., for the following positions are listed in the sections that follow:

- Lead Executive Officer / Chief Executive Officer (LEO/CEO)
- Chief Instructional Officer (CIO)
- Chief Financial Officer (CFO)
- Senior Vice President of Operations (SVPO)
- Senior Vice President of Student and Family Services (SVPSFS)
- Senior Vice President, Leadership Development (SVPLD)
- Vice President of Inclusive Education (VPIE)
- Principal
- Assistant Principal
- Dean of Operations
- Dean of Restorative Practices
- Teacher
- School Counselor
- School Psychologist
- Instructional Assistant ("IA")
- Paraprofessional
- Office Manager
- Custodian
- Community Schools Manager
- Cluster Data Coordinator

Lead Executive Officer / Chief Executive Officer: The Lead Executive Officer / Chief Executive Officer) oversees and advances all Bright Star Schools. The LEO embodies and advocates for the mission, vision, and strategic direction of the school organization. The Lead Executive Officer drives systems and accountability to engender academic excellence, holistic programs, and inclusive supports for students and families. They ensure Charter School's compliance with and all relevant laws and requirements as set forth by the District and State. The LEO manages all external and internal operations, such as working with the Board, reporting to and interfacing with the chartering authority (Los Angeles Unified School District), fundraising, public relations, and ensuring the finance and operations of the schools. The LEO oversees all positions in the organization and directly manages a Senior Leadership Cabinet, which includes department leaders in Instruction, Finances,

Student & Family Services, Operations, Public Affairs. While Talent & Human Resources is not part of the Senior Leadership Cabinet, it is also overseen by the LEO. The LEO is hired and evaluated by the Board of Directors of Bright Star Schools.

Required Characteristics and Qualifications:

- Ten or more years of professional experience with at least five in a role managing and leading a high performing organization, division, region, or team;
- Deep experience in at least two of the following: teaching and learning, finance, operations, human capital, fundraising, and strategic planning;
- Demonstrated capacity to identify, hire and retain a strong team of high performers across multiple functions;
- Superior relationship management skills and the ability to interact with a variety of external and internal stakeholders and supervise the performance of others;

Preferred Qualifications:

- Experience working with urban schools and engaging residents of urban communities;
- Passion for Education reform and a commitment to the mission of BSS; and
- Graduate (Master's level) degree in business, Education, policy, or other relevant area required.
- Bilingual and biliterate in Spanish or Korean strongly preferred.

Responsibilities:

- Collaborate with the Board to develop a strategic vision and implementation plan for the organization to achieve its mission;
- Engage and invest all stakeholders including staff members, community members, and financial supporters, in supporting the execution of the plan and the realization of the vision;
- Establish and implement accountability and performance measures by setting clear academic, growth, operational, and financial goals and managing them; adapting as necessary given changes in internal and external environments.
- Build and manage a high-performing leadership team that is able to effectively execute on the vision of BSS, providing them opportunities for development and professional growth;
- Preserve and promote the BSS mission while also codifying and communicating the core values, philosophy, and norms so that the implementation of the mission is clear and consistently practiced throughout the organization
- Build and support a strong, cohesive culture that leads to an embedded and aligned organizational

identity;

- Work closely with the Chief Instructional Officer, helping them set and meet key benchmarks as they strive to deliver transformational Educational outcomes for students;
- Provide support in areas such as hiring, performance management, human resources, etc. to ensure there is a great leader at every BSS school and a great teacher in every BSS classroom
- Drive forward a community-school model that empowers our students, families, and community members by growing and providing holistic supports
- Oversee operations, budgeting, accounting, human resources, contract management, and compliance, including an organization wide budget of $80M;
- Ensure that BSS has a viable long-term financial plan and a sustainable funding base to advance organizational goals by identifying, cultivating, and soliciting public, individual, and foundation sources of funding;
- Establish year-to-year budgets alongside key stakeholders that drive forward the organization's mission and vision while also ensuring long-term sustainability;
- Lead efforts in ensuring that all Bright Star Schools attain permanent facilities and maintain them to the highest standards to ensure excellent learning environments;
- Oversee all existing and future construction efforts on long-term facilities while continuing to search for and implement permanent sites for all schools
- Oversee school finances, real estate, and the systems, processes, and procedures needed to ensure the organization's long-term fiscal health;
- Oversee marketing efforts, branding initiatives, and advocacy work on behalf of the organization to ensure BSS is highly regarded by the funding, parent, and local communities and differentiated from its "competitors."
- Serve as the public face of Bright Star Schools and be able to effectively share the story of BSS and its accomplishments;
- Establish and oversee relationships with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance, negotiations and renewals;
- Continue to develop a strong, engaged, and active BSS Board in close partnership with the Board chair;
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders includes the local school district, parents, donors, community members, and leaders of community and political organizations.
- Operate from a place of community orientation and as a learner to identify and dismantle barriers to embedding diversity, equity, inclusion, and belonging (DEIB) into all Bright Star interactions and practices

Chief Instructional Officer (Certificated): The CIO's primary responsibility is to set the strategic vision, design, and direction for the instructional framework and approach to teaching and learning across all nine Bright Star Schools. This leader will be responsible for ensuring significant academic outcomes across the network while inspiring and coaching instructional leaders to reach the highest possible academic standards that support whole child development. The CIO directly manages the leaders for instructional content, inclusive education, curriculum & assessments, teacher induction & coaching and leadership development. The CIO will achieve this by being a resident expert on curriculum, instruction, and pedagogy while continuing to create a positive environment where each student can grow and develop in an inclusive environment.

Required Characteristics and Qualifications:

- 7+ years of school leadership experience, with at least three years of executive leadership experience with demonstrated success in obtaining substantial academic outcomes at a high-performing organization in a K-12 environment
- Demonstrated success in analyzing student performance results and developing plans that will lead to growth in academic and non-academic student achievement
- Experience leading successful schools serving diverse and multilingual communities and how to implement them in the Bright Star Schools context
- Proven track record of adult capacity building for Educational innovation and change of practice
- Culturally competent leader who has an anti-racist lens understanding the effects of identity and systems of oppression with full capability to lead others in discussions about the impact of both
- A collaborative, people-centered leader who leads with empathy and can work effectively with individuals from diverse backgrounds
- Strong relationship builder who can form genuine connections with students, staff, families, and community members
- Experience with and belief in Restorative Justice Practices within the community and school system from an indigenous and cross-cultural perspective
- Proficient in strategic planning, progress monitoring, implementation, and managing multiple projects
- Demonstrated success in evidence-based instructional practices and developing appropriate interventions with special Education, and diverse learners
- Comprehensive knowledge of Common Core Standards
- A deep belief in Bright Star's mission to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher Education, career, and life
- Excellent communication and presentation skills (written and oral)

Qualifications:

- Must hold a valid California teaching credential.
- Must hold a valid California Administrative Services credential.
- Master's degree from an accredited college or university is required, preferably in Education, Educational Leadership, or a related field; a Doctorate is preferred.

Responsibilities:

- Oversee and lead the vision for culture and community with an equity lens across all Bright Star schools
- Lead the curriculum development, implementation, continuous monitoring, and assessment of student outcomes for the network in collaboration with instructional leaders and executive partners
- Demonstrates a deep knowledge and understanding of the process of designing and implementing high-quality instructional vision with the ability to involve and meet leaders where they are, evaluate what works well, make lasting improvements
- Leverage comprehensive knowledge of math and literacy models to move schools toward positive student outcomes in each respective area
- Develop and convey a student-centered, inclusive, and realizable academic vision while understanding the calculated risks. Acts as a sponsor to drive action and encourages experimentation while translating the vision into actionable long-term objectives, budgets, and success metrics for strategic priorities and steps
- Lead the development of a strategic academic plan inclusive of goals and strategies to ensure equitable standards are aligned for every student and inclusive of holistic and socio-emotional supports
- Set and maintain academic standards while ensuring that all curriculum and academic standards are in compliance
- Demonstrate the capacity to assess systems and structures, including clarity of roles/responsibilities, while identifying strategies for school improvement that enhance the school leadership and student experience
- Build, manage, and retain a high-performing instructional team by creating a supportive and collaborative environment and ensuring leaders are heard, seen, and equipped with the information and resources needed to achieve results
- Ensure the effective management, coaching, and mentorship of the Instructional Leadership Team and school leaders in ways that drive significant student achievement gains while also prioritizing the wellness of teachers and celebrating the successes along the way
- Create a development-focused culture by routinely offering feedback and coaching and carving out

reflective space for learning and career conversations

- Plans and develops scope and sequence of professional development, in addition to implementing professional development for instructional leaders to motivate and increase performance, ensuring an evidence-based and systemic approach that meets student needs
- Support staff to develop, implement, and evaluate project plans and strategies to achieve academic goals and objectives; continuously monitor progress against goals
- Leverage people development experience and instructional knowledge to create differentiated coaching and professional development for leaders that build on their strengths, ensuring they have the skills to lead effective and inclusive classrooms
- Strategically and thoughtfully coach leaders using an Educational leadership framework that educates leaders on standards and successful implementation of academic models
- Continuity, Data Management, and Ongoing Assessment
- Oversee, implement, and manage the process for collecting and analyzing data to improve student achievement across the network significantly
- Maintain laser-focused on making the best use of student-centered data to create an excellent emotional, social, and academic environment for all students and to implement improvements in instruction, operations, and school leadership
- Understand the importance of continuous assessment while sticking with an initiative; can assess and course correct along the way.

Chief Financial Officer: The Chief Financial Officer ("CFO") plays a pivotal role in the financial leadership and strategic management of all and each Bright Star schools. Reporting directly to the Lead Executive Officer, the CFO is responsible for overseeing all financial aspects of the school, ensuring the fiscal integrity and sustainability of the institution. As a member of Bright Star's Executive Leadership Team, serve as a strategic advisor and thought partner to the LEO and other senior leaders, working to achieve Bright Star's mission.

The CFO will be tasked with managing the school's financial operations, including budgeting, financial planning, accounting, and reporting. They will work closely with the school's leadership team to develop and implement strategies that align with the school's mission and long-term goals. The CFO will also be responsible for maintaining compliance with state and federal regulations, optimizing financial performance, and managing risk. Additionally, the CFO will play a critical role in guiding financial decision-making to support academic and operational excellence.

Qualifications/Requirements:

- Over ten years of progressive team leadership experience managing finance and accounting;
- Strong financial management skills and business acumen; demonstrated ability in budgeting, financial analysis and financial modeling
- Successful track record of leading and developing high-performing teams committed to the mission and goals of the organization, with the ability to foster trust and collaboration among team members
- Demonstrated success developing, managing, cultivating, and leveraging strong interpersonal relationships and partnerships across all levels of an organization
- Inspirational and empathetic individual of unquestioned integrity, ethics, and values, treating others with respect, and having a demonstrated record of supporting and driving initiatives to advance diversity, equity, and inclusion.
- A demonstrated ability to work independently in a fast-paced environment, lead multiple projects, problem solve and meet concurrent deadlines
- Bachelor's degree required, with a strong preference in finance, accounting or related field;

Preferred Qualifications:

- California charter school finance/accounting background is a plus
- Experience with bond and other debt financing preferred
- Advanced degree in a related field, MBA and/or CPA strongly preferred.

Performance Responsibilities (include but are not limited to the following):

Organizational Leadership & Strategy

- Lead and implement Bright Star's short and long-range strategic planning efforts and maintain the multi-year financial model. In partnership with the Lead Executive Officer (LEO), leadership team, and members of the Bright Star Schools Board of Directors, set financial targets to ensure strong financial health and financial sustainability.
- Maintain a close working relationship with members of the School Support Team (Bright Star's central office support team); provide support to school leadership and campus staff, emphasizing a culture of excellent customer service.
- In collaboration with the Lead Executive Officer (LEO), lead finance committee meetings of Bright Star Schools; make presentations to the Board on monthly financials or pending facility projects.
- Serve as an ambassador of Bright Star internally and externally - communicate proactively, knowledgeably and passionately about Bright Star's mission.
- In collaboration with the Lead Executive Officer (LEO) and strategy personnel, build and provide

oversight for an advancement strategy with individual donors, granting partners, etc.; help coordinate advocacy efforts for Bright Star Schools.

Financial Management

- Provide leadership and direction on all aspects of finance, including budgeting, forecasting, long-term planning, capital planning, financial reporting and analysis, accounting, cash flow planning, investment management, grants management and risk management.
- Develop and lead the budgeting process for Bright Star schools and School Support Team departments; meet regularly with the leadership team and school leaders to review financial information and help build their business acumen.
- In collaboration with the Lead Executive Officer (LEO), ensure Bright Star secures the equity and debt financing necessary to fuel its next phase of facilities projects. Work with local financial institutions, lead financing negotiations, and work in close collaboration with facilities personnel and consultants on the design and construction of facilities projects.
- Ensures fluid communication with finance and accounting functions.

Facilities

- Help to acquire, finance and project manage facility projects; oversee Proposition 39 application process, as needed.
- Work with realtors to help identify short and long-term properties that can accommodate schools in the Bright Star Network.
- Ensure that all facilities are in compliance with local, state, federal, and district rules and regulations and ensure that all renovations to buildings are completed with fidelity.

Team Leadership

- Serve as an exceptional role model and directly manage a team of two direct reports, including a VP of Finance & Facilities and Sr. Director of Outreach and Engagement. Oversee hiring, on-boarding, management, and evaluation of the team.
- Build a strong team culture that incorporates a strong customer service orientation into all aspects of the team's work.

Senior Vice President of Operations: The Senior Vice President of Operations ("SVPO") is a key executive leader responsible for overseeing and optimizing the operational functions of our school. Reporting directly to the LEO, the SVPO ensures that all operational processes align with the school's mission and strategic objectives,

supporting a high-quality educational environment.

The SVPO will lead and manage all aspects of the school's operations, including facilities management, technology, transportation and safety, as well as family engagement and enrollment efforts. This role involves developing and implementing operational strategies that drive efficiency, enhance service delivery, and ensure compliance with regulatory requirements. The SVPO will collaborate with other senior leaders to ensure that operational systems support academic success, school safety, and organizational growth. They will also be responsible for risk management, vendor relationships, and the continuous improvement of operational processes to foster a safe and effective learning environment.

Required Qualifications:

- Outstanding attention to detail and willingness to get the job done.
- Able to communicate and interact effectively with multiple stakeholders.
- Excellent organizational, planning, and implementation skills.
- Able to multi-task and work in a fast paced entrepreneurial environment.
- Able to meet deadlines with minimum supervision
- Should be customer service driven
- Knowledge of MS Office (Word, Excel, Outlook) and Google Suite Products
- This position will require reliable transportation in order to travel between school sites.
- Bachelor's degree.
- 5+ years of work experience.

Preferred Qualifications

- A master's in Business Administration ("MBA"), public administration, educational leadership, or a related field is preferred.
- Previous experience in public and/or charter schools is preferred.
- Ability to communicate in Spanish.

Responsibilities (include, but are not limited to):

Department Oversight

- Provides coaching and support to school operations, information technology, Enrollment, Family Engagement and student information department leaders
- Leads and oversees functional departments in providing excellent service to schools

- Coordinates with department leaders to regularly assess effectiveness of department performance, develop goals, and identify best practices
- Consults with department leaders to identify/develop meaningful professional development opportunities for team members
- Leads efforts to streamline and operationalize processes in the organization to ensure information and practices are efficient and accurate

Student Information

- Provides oversight of the attendance process and certifies state reports
- Oversees all district/state/federal reporting (i.e. CALPADs, CBEDS, etc.) and ensures on time completion and certification of all mandatory reports

School Operations

- Evaluates processes and procedures related to the following areas: food program, transportation, school safety/emergency preparedness, before/after school programs, and facilities.
- Develops and monitors operations strategy to continue to align the operations department with organizational direction and address operations related trends. Leads development of department goals, objectives, and systems. Leads quarterly review and reflection of progress towards department goals.
- Identify, develop, and deliver professional development trainings for school site operations and maintenance staff
- Puts systems in place to ensure proper oversight and compliance of Review after school programs regularly to ensure grant compliance
- Selection and oversight of various (i.e. after school, transportation, security, etc.) vendor relationships
- create systems to oversee and review monthly facility walkthroughs and build capacity of team to address trends
- Facilitate professional development and training to ensure proper protocols are followed when Researching and executing facility projects
- Oversee and collaborate with food vendor to provide breakfast, lunch, and snack at all campuses and ensure compliance with National School Lunch Program
- Review Help Desk ticket data with Director of School Operations and Facilities Operations directors and Deans of Operations and ensure reasonable response times

Information Technology

- Oversees technology hardware purchases, network infrastructure establishment/maintenance, and

communication systems

- Ensures completion of annual e-rate application for all schools

School Operations

- Oversees the design and facilitation of professional development for the office manager and dean of operations

Survey Administration

- Responsible for ensuring all organizational surveys (student, parent, staff) are administered annually or semiannually
- Oversees data analysis process and ensures timely review of data by key stakeholders

School Safety

- Attend school safety trainings provided by LACOE, CDE, and other non-profit and private organizations throughout the year to ensure up-to-date practices and protocols are being implemented at each school site
- Create streamlined systems and training materials for all Bright Star schools to ensure alignment, efficacy and safety

Senior Vice President of Student and Family Services (Classified): The Senior Vice President of Student and Family Services, under the supervision of the Lead Executive Officer, directs the planning, development, organization, management, direction and implementation of all aspects of student and family facing functions of Bright Star Schools. This includes child welfare, discipline procedures, guidance programs and parent Education and engagement programs and opportunities. The Senior Vice President of Student and Family Services ensures best practices by creating policies and procedures for student and parent engagement. They coordinate training of parents/guardians to act as partners in education and work collaboratively to bring community members into the life of the school in ways that enhance Bright Star's mission and vision. The Senior Vice President of Student and Family Services acts as a liaison with community organizations, social services, and current and potential partners to ensure the academic, social and emotional development of students and families. They oversee the standardization, development and management of the Connections Program including the academic, college and career counseling systems at the various Bright Star Schools campuses for all grade levels. The Senior Vice President of Student and Family Services works closely with school site administration to develop strong classroom management strategies and professional development opportunities for staff and teachers.

Required Qualifications and Experience:

- Bachelor's in Education, Social Work, Psychology, Public Administration, or related field;
- 10+ years in education or social services; senior leadership; program development and management.
- Develop long-term vision; anticipate trends.
- Understand and support student and family challenges.
- Design effective programs; embrace new ideas.
- Focus on outcomes and improvement.
- Adaptable and calm under pressure.

Preferred Qualifications:

- Master's degree in educational leadership, social work, counseling, or related field is preferred.
- Relevant certifications are advantageous.

Duties and Responsibilities

- Coordinates and facilitates school based services with outside agencies and organizations- these may include counseling, tutoring, health services, extra-curricular or after school activities.
- Creates and ensures sound procedures and best practices for academic, social, emotional and college and career counseling.
- Serves as a general resource in matters relating to student discipline.
- Plans, conducts and organizes a variety of staff development opportunities related to child welfare, student discipline, attendance, and school safety.
- Guides, directs and advises in serious discipline issues including student suspensions and expulsions.
- Assists with the evaluation and implementation of effective wrap around services for at-risk students
- Provide direction in preventing dropout rates through appropriate consultation with Counselors and administration.
- Work with the Chief Instructional Officer and School Site Administration to create programs and initiatives to increase family involvement in the school.
- Develop and help coordinate parent and school activities, to improve communication between the school and families.
- Act as a liaison/moderator between parents and the school over issues of conflict.
- Provide appropriate support and resources to the parent group to ensure that it meets its commitment to coordinate parent volunteer hours that is aligned with the mission of the school.
- Work with the leaders of the parent group to define annual goals

- Work with the School Site Administrators to define the scope and breadth of the parent Education curriculum.
- Coordination of parent Education programs including organizing materials, speakers, venue, etc. for parent Education meetings.

Vice President of Inclusive Education (Certificated): The Vice President of Inclusive Education ("VPIE") key responsibilities include developing an equity-focused vision, overseeing Special Education programs, managing personnel, and providing leadership across various programs and disciplines within a designated area. This position also entails supervising personnel, interpreting laws and policies, and overseeing psychological and counseling services for students, parents, and staff. The VPIE is overseen by the LEO and it is not part of the senior leadership cabinet.

Required Qualifications and Experience:

- Bachelor's Degree in Special Education, educational leadership, psychology, or related field.
- Knowledge of relevant special education laws, regulations, and policies, including but not limited to, criteria for eligibility, service provision purposes and requirements, student disciplinary considerations, and change of placement processes.
- Understanding of district operations and objectives.
- Strong oral and written communication skills.
- Experience in planning and managing Special Education programs, including budget oversight.
- Familiarity with management principles and curriculum development for Special Education.
- Ability to implement counseling and testing programs for Special Education students.
- Proficient in addressing various learning abilities, including special needs and low skill levels, within diverse classrooms.
- Effective time management and organizational skills.
- Effective teamwork, especially with parents and community members.
- Successful management of urban classrooms with structured approaches and high expectations.
- Track record of achieving measurable student performance gains, particularly with English Language Learners.
- Preferred proficiency in bilingual (Spanish) communication.
- Strong oral and written communication abilities.
- Ability to work independently with minimal guidance.
- Proficient in preparing comprehensive narrative and statistical reports, with basic data analysis skills.

Preferred Qualifications:

- Master's Degree in special education, educational leadership, inclusive education or a related field preferred.

Responsibilities

- Collaborate with the Chief Instructional Officer to establish and refine the Vision for Bright Star Schools' Special Education Program, ensuring alignment with K-12 objectives and the overarching mission of Bright Star Schools.
- Coordinating with professional staff, parents, and community groups.
- Collaborative decision-making with the CFO on hiring and budget matters.
- Development, monitoring, and administration of program budgets and contracts.
- Work closely with Principal Supervisors to implement and operationalize the Inclusive Education Vision, ensuring that adequate support structures are in place.
- Provide oversight and leadership for the Special Education program across multiple schools, fostering intentional collaboration with site administrators through regular meetings and strategic planning sessions.
- Building and maintaining positive relationships with staff and the public.
- Planning, organizing, and administering complex Special Education programs.
- Participate in LAUSD MOU for Special Education program, also referred to as Option 3
- Coordinating Council Meetings in accordance with the Bright Star Schools' vision and goals.
- Organize and lead weekly administrative meetings focused on Inclusive Education initiatives.
- Coordinate monthly Leadership meetings for Inclusive Education stakeholders, including Lead Inclusion Specialist Teachers ("IST"), School Psychologists, and Speech-Language Pathologists ("SLP").
- Ensure that Lead ISTs and school site teams convene biweekly for Professional Learning Community meetings to discuss progress and share best practices.
- Cultivate a culture of respect, curiosity, and enthusiasm within the inclusive Education department.
- Recognize and celebrate outstanding contributions and achievements within the schools.
- Advocate for the acceptance and provision of services for children with disabilities within the school community.
- Provide supervision and performance evaluations for Inclusive Education staff members.
- Lead data monitoring and analysis to inform instructional practices and track progress towards established goals.
- Attend and actively participate in Instructional Lead Team meetings.
- Aide in recruit and hiring inclusive Education staff (including outside providers)

- Ensure compliance with Individualized Education Program (IEP) and 504 plans, including timely assessments, progress reporting, and implementation of accommodations and modifications.
- Manage database systems (e.g., Welligent) for special Education staff and administration.
- Act as liaison and advocate for students with diverse abilities.
- Collaborate with faculty on cases requiring Tier 2 and 3 supports for individual students.
- Execute and monitor Child Find procedures for proper identification of students with IEPs.
- Collaborate with the data team to build an auditing system for CALPADS.
- Work with the enrollment team to identify students early and address parent concerns.
- Facilitate communication with attorneys and minimize litigation through systems and training.
- Establish training and monitoring systems for coordinators regarding Parental Written Notices ("PWN").
- Manage Tier 2 and 3 ADR, Mediation, and Due Process cases.
- Supervision and evaluation of staff performance.
- Staying informed about trends and developments in Special Education.

Senior Vice President, Leadership Development ("SVPLD"): The primary function of the SVPLD is to drive instructional achievement and results at the schools they oversee. The SVPLD will act as the direct supervisor of the Principal and lead them in the development and execution of a rigorous instructional program serving all students that will achieve the Charter School's goals as outlined in the School Action Plan. The SVPLD will work collaboratively with the Chief Instructional Officer to ensure schools have the structures and fidelity to processes in place to ensure that we gather evidence of success aligned with goals. Additionally, SVPLD builds the capacity of Principal, Assistant Principals and aspiring Principals, in alignment with Bright Star's strategic plan, yearly goals and in collaboration with other senior leaders.

Required Qualifications and Experience

- Bachelor's Degree,
- At least three years as a successful school principal.
- Tier 2 Administrative Credential
- Experience across at least two school levels (e.g. middle school and high school).
- Proven track record of success in driving student achievement.
- Embodies Bright Star Core Values in all aspects of their work.

Preferred Qualifications:

- Master's Degree

- Fluency in a second language, Spanish strongly preferred

Responsibilities

- Create a vision for Bright Star Schools' Leadership model, in service of Bright Star's Mission and in student experience,
- Engage as a member of the Senior Leadership Cabinet to strategize and systematize supports and operations given to schools
- Collaborate with the CIO, to develop a robust coaching program for teachers across Bright Star and support the operation and implementation with school leadership development and coaching
- Create a network-wide leadership rubric for goal-setting and progress tracking.
- Evaluate, manage, and coach Principals in setting annual goals in line with BSS priorities, school goals and leadership development with proper monitoring, evaluation and accountability practices
- Create effective communication and learning structures to ensure effective two-way communication, accountability and development of school leaders
- Identify learning structures to support principals that may vary by need-classroom observations, school site walkthroughs, school leaders team observations, coaching observations, MTSS observations, Professional Development Observations, etc.
- Create a Tier of Supports for the Principal's caseload and the Charter School's needs to ensure equitable and high academic outcomes for students, as well as a monitoring coaching structures to ensure proper implementation
- Construct content for the Principal, and Assistant Principal Community of Practices' year-long learning sequence
- Prepare and deliver specific professional development for Communities of Practice
- Ensure alignment and proper sequence and supports of school admin leadership positions
- Collaborate with the HR and Talent team to develop a comprehensive development and evaluation plan for the principal
- Plan for and facilitate school level Data Talks twice a year to support principals in looking at data holistically
- Collaborate with CIO to implement a regular cadence of network-wide instructional rounds
- Build a repository for Principal onboarding, coaching and resources
- Create alignment in practice by grade level bands at the schools
- Build capacity and of school leaders in school compliance, oversight and renewal processes, as well as partner with specific SST to lead the work
- Oversee and approve Master Schedule designs to ensure data is being addressed and Bright Star

Vision is operationalized

- Lead and Support Principals through the oversight and renewal process by working with teams and creating robust and effective support from the SST
- Oversee effective implementation of Inclusive Education, Operations, Culture, Data, and instructional practices at the school level in alignment with BSS goals and department guardrails and expectations
- Collaborate with leadership team to ensure systems and processes are supporting Principals as the Instructional Leaders
- Collaborate with the leadership team to get feedback on Principal performance, including their follow through, and effectiveness of implementation in HR, Operations, Family Engagement, etc.
- Collaborate with CIO and Data Management team to build out School Data Dashboards
- Be available for input to other departments to administer input and feedback on processes and expectations rolled out to schools
- Identify opportunities for alignment by grade level and cluster where appropriate (ex. elementary expectations for class scheduling and classroom environment expectations or signature family events or cohesive early dismissal days, etc.)
- Work with the SVPSFS and Family Services and Director of Counseling to ensure effective practice and alignment on grading practices, graduation requirements, and master scheduling for all Bright Star high schools.
- Work with SVPSFS and Director of Counseling on alumni supports, programming of events, and vision of supports for all Bright Star high schools.

5.2: Employee Positions – Campus Employees

Principal (Certificated): A Bright Star Schools' Principal is an inspiring instructional leader and cultural leader who sets, monitors, and achieves a shared vision for high academic outcomes and emotional well-being for all students by creating systems that are equitable, restorative, and transformative for students, families and the community and by effectively managing teams through coaching and development. The Principal is the instructional leader and visionary for the campus, working with members of the school leadership team, the School Support team, teachers, families, partners, and other Bright Star schools to execute the highest quality Educational programs to help students achieve and serve our students and families. Although the Principal will delegate appropriate duties so that operational decisions can be made at various administrative levels, they are responsible for the execution of these duties and will establish administrative regulations as needed to manage the campus. They are responsible for supporting students in achieving the mission and vision of Bright Star schools, including, but not limited to ensuring a safe and positive learning environment, an effective instructional

program, after and before school programs respectively, and strong family and community partnerships that support students to thrive. The Principal is responsible for ensuring positive student achievement and growth, supported by a foundation of a strong adult and student culture. The Principal is the instructional leader on campus, who sets the vision for the school, spearheads the school's leadership team, and coaches to ensure an effective instructional program.

Required Qualifications and Experience:

- At least two years of Assistant Principal experience.
- Valid Multiple or Single Subject California Teaching Credential.
- Valid California Administrative Credential or willingness to enter into a program within one year of being hired.
- 5 + years of successful teaching experience in K through 12th grades.
- At least two years of experience in an instructional coaching or an administrative role.
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Preferred Qualifications:

- Master's degree in Educational Leadership, Administration, Curriculum and Instruction, or a related area preferred Post-graduate degree.
- Fluency in a second language. Willingness to learn Spanish and/or Korean if that isn't the language of fluency.

Responsibilities and Duties

<u>Team Leadership and Management</u>

- Manage 15 - 50 school site personnel including the Assistant Principal(s), Deans, and all teachers and counselors.
- Train, coach, and supervise all leadership team members, teachers, counselors and support staff.
- Recruits and hires mission aligned, qualified instructional and operational staff.
- Maintains a focus on mission-aligned, student-focused decision making that leads to student

achievement and development of the whole child.

Instructional Leadership

- Guides instructional staff to improve teaching and learning by providing teacher support, evaluating teachers, and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.
- Provides instructional leadership, coaching, and support to teachers.
- Work directly with teachers to oversee the effective facilitation and management of:
    - Instruction & Formative Assessment including standards maps, benchmark goals, weekly instructional planning, selection and use of texts and support materials (beyond those defined by the School Support Team), common assessment plans, and differentiated instruction including specialized programs for students who are English Language Learners and/or who have an IEP.
    - Summative Grades & Assessments (including i-Ready, Smarter Balanced, ITBS, ELPAC, Midterms & Finals, Unit Assessments, A-G compliance, Suspensions, Chronic Absenteeism, and High School graduation rates).
    - Gradebooks, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are inputted and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
    - Accountability and feedback systems to ensure staff follow the rules and procedures as outlined in the handbooks.
        - Professional Development by working with each teacher on his or her individual professional development plan. Serve as each teacher's advisor for university internship or mentor for credential renewal, if needed.
        - Evaluates teachers to provide sound feedback on their practice through a vetted rubric in a timely and consistent way.
    - Consistently monitors student data and ensures students are on track to meet year end academic metrics.
    - Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Bright Star Schools teacher development and support system.

Positive and Productive School Culture

- Communicates the school's vision and goals in a way that ensures understanding and commitment

from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and Board members

- Develop a work environment to retain and develop qualified, talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Partner with the Bright Star School Support Team to secure and allocate the resources and support necessary to maintain the school's organizational health.
- Leads positive and productive school culture.
- Leads staff culture, including ensuring monitoring and responding to staff feedback as needed to support a safe, positive work environment and staff retention.
- Ensures that all members of the school community are engaged and valued.
- Follow Bright Star Schools' toileting policies and protocols if working with TK and Kinder students

Ensure Continued Success & Partnerships

- Leads External Communications including relationships with our parent community, LAUSD, neighbors & community, LACOE, CDE, USDOE. Gather information and publish weekly teacher bulletin, biweekly parent newsletter, or monthly Board Dashboards and other requested reports.
- Lead proactive student and staff recruiting. Conduct information and orientation sessions.
- Ensure successful execution and monitoring of daily attendance reporting and ADA reports, including reports on attrition, expulsion, and re-enrollment.
- Work with families as partners
- Oversee school site budget. Directly oversee purchasing for all texts and classroom instructional materials.
- Conduct all forms of family engagement, including Parent-Principal meetings as needed.
- Oversee creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.

Assistant Principal (Certificated): The Assistant Principal supports the implementation of the instructional vision and strategic plan for the school site including, but not limited to: coordinating assessments, teacher coaching and support, and supervision. In addition, this individual plays a major role in establishing and managing the school culture through aligned systems and structures under the umbrellas of MTSS, PBIS, progressive discipline and restorative practices. This equity based leader would also be responsible for oversight of social emotional student learning and non-instructional student programs such as Life Experience Lessons (field trips).

The Assistant Principal's primary area of responsibility includes developing relationships with students, families, teachers and colleagues based on mutual respect, integrity and trust, in pursuit of meeting school goals and improving academic outcomes for all students.

Assistant Principals supervise all individuals who carry out the programs that they are charged to lead.

Required Qualifications and Experience:

- Bachelor's Degree in education, educational leadership, or related.
- Valid, Clear California Teaching Credential (Single Subject or Multiple Subject Teaching Credential preferred)
- At least two years of experience in an instructional coaching or an administrative role.
- At least three years of teaching experience (K-4 grades preferred) with consistent student achievement and growth.
- Evidence of strong organizational, student management, and interpersonal skills.
- Extremely high standards for student academic work and student behavior – the belief that all of our students (who are primarily from low-income, educationally under-resourced families) will be able to rise to the same academic challenges and compete at the top levels with all students, regardless of family background.
- Ability to work collaboratively with colleagues and delegate as appropriate.
- Working knowledge of Google Apps and Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint), plus an aptitude for quickly learning and mastering other data-based programs.
- Excellent verbal and written communication skills.
- Willingness to quickly digest and, when needed, create documents for the school community (students, teachers, parents).
- Ability to analyze complex student data, identify trends, and create action steps that will lead to student growth
- Understanding of and in agreement with our student, parent, and employee expectations.
- Industriousness and Enthusiasm, defined as working diligently to ensure the success of students, teachers, families, and the school.
- Humility, receptiveness to feedback, and evidence of being a constant learner.

Preferred Qualifications, in order of importance:

- Administrative credential (or willingness to pursue)
- Master's Degree in educational leadership, administration, curriculum and instruction, or related field.

- Experience supervising other employees.
- Fluency in a second language. Willingness to learn Spanish or Korean if that isn't the language of fluency.

Responsibilities and Duties:

Student Culture

- Manage and coordinate culture on the school campus, including school-wide behavior management systems, Restorative Practices, and support for all educational partners (i.e. teacher, student, and families).
- Develop school site team members through ongoing professional development, educational plans, and observation and feedback cycles.
- Plan and lead quarterly cultural assemblies that advance the school toward our vision
- Oversee the school's After School Enrichment and Life Experience Lessons (field trips)
- Oversee supervision of student activities including Lunchtime and After School Supervision
- Enforce and revise the rules and procedures as outlined in the student and parent handbooks, as necessary
- Develop proactive cultural initiatives to motivate students toward high success and achievement

Staff Culture

- Develop teacher leaders to prepare them to lead their teams
- Ensure upholding to the rules and procedures as outlined in the teacher and administrative handbooks.
- Assist Principal with staff culture
- Plan and coordinate quarterly staff fellowship opportunities
- Help principal plan engaging, actionable, adult-learning workshops; and hold staff accountable for implementation of the workshop practices
- Work directly with teachers and staff to support enforcement of the school wide behavior management plan, as well as rules and procedures outlined in the student handbooks
- Support student and staff recruiting through conducting information and orientation sessions
- Support in the creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.

Academics Instruction

- Develop instructional Deans and teacher leaders

- Professional Learning Communities (PLCs) for the Instructional Leadership Teams, which include the Academic Leaders (Deans) and Department Leads.
- Oversee all assessments, including ELPAC, CAASPP, College Board (PSAT, ACT, SAT, AP Exams), and i-Ready as applicable
- Oversee i-Ready program implementation in all grade levels
- As needed, coach/mentor and evaluate teachers per the organization's coaching program
- Oversee instruction & Formative Grades including standards maps, weekly plans, selection and use of texts and support materials, common assessment plans, and differentiated instruction including specialized programs for ELLs and students with special needs.
- Coach, support, and participate in IEP meetings, triennial meetings, and case management meetings to support students with special needs
- Oversee ELD instruction
- Conduct routine grade books checks; verify that grades are inputted and summarized appropriately for weekly academic check-ins during Advisory and for quarterly report cards.
- Support Principal in conducting formal and informal teacher evaluations
- Supports Principal in identifying and developing teachers and leaders (Department Heads and/or Grade Level Chairs) through goal setting, coaching and providing feedback
- Support development and implementation of network adopted curricula
- Lead data-driven conversations and coaching; assess teacher practice, student achievement and set goals and action steps collaboratively with teachers to support to meet growth goals for students
- Work with the Principal to create a yearlong Scope and Sequence plan for Staff Professional Development. The Assistant Principal will take the lead on planning and executing instructional PDs.
- Support Principal in planning and goal setting for the grades/departments managed and ensure alignment with school-wide goals
- Ensure teachers and staff have the opportunity to attend Professional Development by working with each teacher on his or her individual professional development program.
- Support the development of the master schedule and teacher/student schedules.

Dean of Operations: The Dean of Operations is a vital member of the school's administrative team, responsible for managing the daily operations that ensure a safe, efficient, and supportive environment for students, staff, and faculty. This role requires a hands-on approach to managing day-to-day operations, ensuring that all systems run smoothly and efficiently. The Dean of Operations will work closely with the school's leadership team to align operational strategies with the school's goals, implement policies, and respond to any operational challenges that arise. Additionally, this role involves managing budgets, coordinating with external vendors, and continuously

seeking ways to improve operational efficiency and effectiveness. Reporting to the Principal, the Dean of Operations plays a critical role in maintaining the logistical and operational infrastructure that supports the school's educational mission.

Required Qualifications:

- 3 years of experience in operations or relevant field
- High School Diploma or equivalent
- Leadership skills to own departments and see it through with own vision while collaborating with the Principal
- Outstanding attention to detail and willingness to get the job done.
- Able to communicate and interact effectively with multiple stakeholders.
- Excellent organizational, planning, and implementation skills.
- Able to multitask and work in a fast paced entrepreneurial environment.
- Able to meet deadlines with minimum supervision.
- Should be customer service driven
- Knowledge of MS Office (Word, Excel, Outlook) and Google Suite Products (Docs, Sheets, Slides, etc.)

Preferred Qualification:

- Bachelor's degree

Performance Responsibilities (include but are not limited to the following):

- Office Responsibilities
    - Greeting and signing in all visitors and controlling access to the school
    - Answering phone calls, directing calls, taking messages, placing outgoing calls, and making public address announcements
    - Collecting and maintaining forms and other records, securing missing forms, and ensuring the confidentiality of all student records
    - Ensuring that students leave only with authorized parents or guardians
    - Ensuring student attendance is taken daily and generating weekly/monthly attendance reports
    - Receiving, preparing, and distributing all mail and deliveries
    - Ensuring that the school's physical environment is at all times neat and orderly, including but not limited to the reception/administrative area, teacher center, and supplies closet
    - Processing applications for admission
    - Attending all professional development sessions, as appropriate

    - Maintenance and safeguarding of student cumulative records (including requesting missing documents from students' previous school)
    - Support student supervision and school wide events.
    - Translation of school announcements and letters
- Management
    - Supervises and manages all office and custodial staff
    - Oversight of school operations budget codes
- School Procedures, Events, Activities
    - Oversees pick up and dismissal procedures
    - Order all field trip buses throughout the year
    - Review after school programs regularly to ensure grant compliance
    - Maintains inventory and manages ordering of office and classroom supplies
    - Submit credit card receipts and check requests to accounting department
    - Conduct monthly facility walkthroughs and address trends
    - Collaborate with office staff to ensure completion of annual registration day
    - Works in conjunction with school leaders to schedule events and transportation
    - Organizes LELs/trips per procedures outlined in field trip handbook
    - Responsible for school site help desk tickets.
- Food Program
    - Serve as liaison with food vendor to communicate school schedules and potential changes
    - Monitor and ensure all food programs are in compliance with National School Lunch Program (NSLP)
    - Ensure food applications are submitted and completed and monitor student meal payments
- Compliance and Insurance
    - Organize immunization clinics and vision/hearing screenings as necessary
    - Ensure all students are in compliance with all immunizations required for school entry
    - Review student injury reports and connect with insurance as needed.
    - Process insurance certificate requests
- School Safety
    - Ensure school has emergency supplies, replenish as needed
    - Organize annual fire alarm testing/replenishment of fire extinguishers
    - Ensure school schedules and completes all required drills
    - Create and maintain emergency signage in classrooms and on/off campus

    - Develop relationships with local law enforcement and emergency response teams on behalf of school
    - Deliver staff emergency trainings.
    - Coordinate with School Site Councils, first responders, and site administrators to revise School Safety Plans annually
- Other
    - Coordinate special projects as needed
    - Works in collaboration with other operations staff across the organization
    - Any other duties as assigned

Dean of Restorative Practices (DRP): leads the school's restorative practices programming, progressive discipline, and implementation of positive behavioral interventions and supports (PBIS) to create a safe, inclusive, and joyful environment that promotes campus safety in all ways with the guidance from the Principal and Assistant Principal(s). The DRP will implement, facilitate, and maintain the school's behavior management systems to ensure all students, staff, and families understand their role in supporting a safe campus culture. The DRP is also responsible for communicating with appropriate campus, community, and network stakeholders including all relevant departments in a timely and responsive manner. The DRP will work in partnership with the Assistant Principal and Principal to support liaising with the BSS Board and Los Angeles Unified School District in reporting high-level disciplinary and other required documentation.

Required Qualifications:

- BA in an education-related field
- 3+ years of teaching, counseling, or student support experience
- Strong oral and written communication skills including advocacy skills
- Ability to connect and build relationships with students and their families
- Experience using data management systems
- Experience working with youth from historically underserved communities
- Experience working in a fast-moving environment; crisis management

Preferred Qualification:

- Master's degree
- Fluency in Spanish or Korean (highly desired)
- Restorative Practices certification (highly desired)

Personal Leadership

- Sets extremely high standards for student academic work and student behavior – expectation that all of our students will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Actively participate in the network's Communities of Practice (COP) or other professional development and meetings, where relevant.
- Attend all org-wide PD and meetings related to Culture, and Restorative Practices.
- Maintains a focus on mission-aligned, student-focused decision making that leads to student achievement and development of the whole child.
- Approaches work and models a collaborative spirit, and responds well to feedback and centers a growth mindset.
- Adapts leadership strategies to meet the evolving needs of students, staff, and the community.
- Maintains a problem-solving mindset, responding swiftly to crises and unforeseen challenges with resilience and adaptability.
- Cultivates a positive school climate that prioritizes equity, inclusion, and well-being.
- Builds strong relationships with students, teachers, families, and the broader community through compassionate leadership.
- Leads with self-awareness, demonstrating emotional regulation and constructive conflict resolution.
- Experience working with students from underrepresented and disenfranchised communities.
- Deep understanding of Restorative Practices and ability to facilitate training to students, staff, and faculty.
- Utilize deep understanding of equity and the developmental needs of adolescents to support all students.
- Knowledge and understanding of trauma-informed practices; ability to respond to trauma and crisis appropriately.

Team Leadership

- Create systems that support the utilization of restorative practices and PBIS structures to establish, maintain, and repair relationships between student-to-student; student-to-staff; staff-to families.
- Manage student investigations, inquiry, and resolution process in observance of state and federal law, and district expectations.
- Collaborate with the site and network leadership to implement and facilitate school culture initiatives based on data, site-specific goals, and Bright Star School's overall mission and vision for students.

Positive and Productive School Culture Leadership

- Collaborate with the Principal and Assistant Principal to implement and manage a campus-wide behavior management framework (inclusive of Tier 1, Tier 2, and Tier 3 supports) that fosters a safe, inclusive, and supportive environment for all students and staff.
- Support the implementation of restorative practices and classroom culture to adjust systems, procedures, and policies to ensure school safety.
- Connect students and families to internal and external resources for socio-emotional, and physical health.
- Collaborate with Principals and Assistant Principals to build teacher and staff capacity to establish and maintain healthy relationships through the implementation of Tier 1 classroom systems and supports.
- Conduct regular behavior data analysis to bring to School Leadership Team meeting in order to address tiered supports school wide or for individual students.
- Complete, communicate, and manage compliance-based documentation process for all disciplinary incidents and corresponding interventions in a timely manner to all constituents involved.
- Collaborate with Grade Level Teams in the MTSS process to support student behavior/academic goals and to provide resources and support to meet student and family needs.
- Facilitate and create Behavior Support Plans for individual students.
- Follow Bright Star Schools' toileting policies and protocols if working with early elementary students.
- Manage supervision of student arrival, breaks, transitions, lunch, and dismissal.
- Leads staff meetings with regard to Student Culture, and disciplinary data.
- Ensures appropriate records are kept, organized, and filed for student behaviors both digitally and physically with appropriate signatures when relevant.
- Supports Tier 1 behavior by consistent student monitoring and supervision in common places, during common times such as recess, lunch, arrival and dismissal.
- Coaches teachers, and hourly staff by way of classroom observations, communication, staff meetings and feedback cycles.

Teachers (Certificated): Charter School complies with the California Charter Schools Act with respect to teacher certification. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools believes that part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Required Qualifications & Experience:

- Bachelor's degree

- CTC certificate, permit, or equivalent document for their certificated assignment
- Candidates with an intern credential are also considered
- For educators who will support students with an Individualized Education Program, a specific credential is needed: Education Specialist Instruction Credential
- Possession of either an English Learner Authorization (EL Authorization), Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate; Cross-Cultural, Language and Academic Development (CLAD) certificate; or Bilingual Certificate of Competence (BCC) required.

Preferred Qualifications:

- Two years or more of urban teaching experience preferred
- Bilingual Spanish or Korean desirable, but not required

Teacher Traits:

- Belief that every child deserves an excellent Education that prepares him/her for college and life beyond
- Demonstrated ability to teach the whole child in an inclusive setting using modifications and accommodations
- Belief in culturally responsive and anti-bias classroom practices in order to support equity for all students
- Willingness to receive feedback, engage in frequent dialogue, and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction
- Firm, kind approach to managing student behavior
- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

- Whole School Responsibilities
    - Uphold Bright Star Schools' mission and values
    - Demonstrate genuine care for all students
    - Build relationships with all students
    - Embrace existing school-wide management systems and promote high standards of behavior

- Collaborate with school leaders, providing input to improve Bright Star programs
- Actively participate in professional development sessions
- Communicate professionally with peers, supervisors, parents, and students
- Commit to a longer school day and calendar year
- Adhere to Bright Star's professional attire guidelines
- Supervise bathroom breaks, as needed.
- Uphold attendance procedures each period using School Information Systems (SIS)
- Enthusiastically participate in school-wide culture events (i.e., Songfest, academic assemblies, and Field Day)
- Perform other duties as assigned

- Instructional Responsibilities
  - Adhere to Bright Star curriculum maps and guidelines
  - Create weekly lesson plans/overviews
  - Plan rigorous lessons aligned to the State Standards
  - Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
  - Participate fully in weekly instructional coaching activities (including analysis of student learning, intellectual prep, observation debrief, etc.) and execute on next steps from the weekly coaching meeting. These meetings will be 45 minutes to an hour weekly with your matched coach.
  - Implement feedback from administrator(s) regarding lesson plans and/or execution
  - Establish and maintain positive classroom environment
  - Implement an aligned instructional program to support students in meeting grade level, school, and district goals
  - Support instruction with school-wide supplemental programs
  - Maintain gradebooks and meet grading reporting deadlines
  - Communicate with families regarding student academics and behavior
  - Collaborate with Inclusive Education Team
  - Use planning periods for the advancement of students' instructional needs
  - Tutor students in need of remediation
  - Perform other adjunct duties

Inclusive Education Teachers (Certificated): Charter School complies with the California Charter Schools Act with respect to teacher certification. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools believes that part of the equation for a successful teacher includes a

teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Required Qualifications & Experience:

- Bachelor's degree
- CTC certificate, permit, or equivalent document for their certificated assignment
- Candidates with an intern credential are also considered
- For educators who will support students with an Individualized Education Program, a specific credential is needed: Education Specialist Instruction Credential
- Possession of either an English Learner Authorization (EL Authorization), Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate; Cross-Cultural, Language and Academic Development (CLAD) certificate; or Bilingual Certificate of Competence (BCC) required**.**

Preferred Qualifications:

- Two years or more of urban teaching experience preferred
- Bilingual Spanish or Korean desirable, but not required

Teacher Traits:

- Belief that every child deserves an excellent Education that prepares him/her for college and life beyond
- Demonstrated ability to teach the whole child in an inclusive setting using modifications and accommodations
- Belief in culturally responsive and anti-bias classroom practices in order to support equity for all students
- Willingness to receive feedback, engage in frequent dialogue, and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction
- Firm, kind approach to managing student behavior
- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

- Whole School Responsibilities
    - Uphold Bright Star Schools' mission and values
    - Demonstrate genuine care for all students
    - Build relationships with all students
    - Embrace existing school-wide management systems and promote high standards of behavior
    - Collaborate with school leaders, providing input to improve Bright Star programs
    - Actively participate in professional development sessions
    - Communicate professionally with peers, supervisors, parents, and students
    - Commit to a longer school day and calendar year
    - Adhere to Bright Star's professional attire guidelines
    - Supervise bathroom breaks, as needed
        - Uphold attendance procedures each period using School Information Systems (SIS)
        - Enthusiastically participate in school-wide culture events (i.e., Songfest, academic assemblies, and Field Day)
        - Perform other duties as assigned
    - Instructional Responsibilities
        - Adhere to Bright Star curriculum maps and guidelines
        - Create weekly lesson plans/overviews
        - Plan rigorous lessons aligned to the State Standards
        - Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
        - Participate fully in weekly instructional coaching activities (including analysis of student learning, intellectual prep, observation debrief, etc.) and execute on next steps from the weekly coaching meeting. These meetings will be 45 minutes to an hour weekly with your matched coach.
        - Implement feedback from administrator(s) regarding lesson plans and/or execution
        - Establish and maintain positive classroom environment
        - Implement an aligned instructional program to support students in meeting grade level, school, and district goals
        - Support instruction with school-wide supplemental programs
        - Maintain gradebooks and meet grading reporting deadlines
        - Communicate with families regarding student academics and behavior
        - Collaborate with Inclusive Education Team
        - Use planning periods for the advancement of students' instructional needs

- Tutor students in need of remediation
- Perform other adjunct duties

Compliance & Instructional Responsibilities

- Create and uphold students' Individualized Education Programs (IEPs)
- Plan for and facilitate student IEP meetings for caseload of students
- Communicate with and update all records for family/guardian(s)
- Support General Education teachers with differentiated instruction and/or individualized accommodations as needed
- Create and submit weekly action plans (overview of compliance and instructional planning) to administrator/coach
- Use California State and/or California Common Core standards to plan rigorous lessons in support of IEP goal development
- Plan for and execute co-teaching strategies with general education teachers as needed to support students
- Employ strategies to get to know and understand students and prioritize culturally responsive teaching
- Participate fully in weekly instructional coaching activities (including analysis of student learning, intellectual prep, observation debrief, etc.) and execute on next steps from the weekly coaching meeting. These meetings will be 45 minutes to an hour weekly with your matched coach
- Implement feedback from administrator(s) regarding weekly action plans and/or execution
- Coordinate Resource Specialist Program (RSP) service delivery to students on caseload and track services accordingly on Welligent; monitor progress and provide periodic reports to families
- Establish and maintain positive environment within classroom or small group RSP settings
- Implement an aligned instructional program to support students in meeting grade level, school, and district goals
- Support instruction with school-wide supplemental programs
- Maintain gradebooks and meet grading reporting and IEP progress report deadlines
- Administer informal and formal academic assessments (Woodcock Johnson IV) and complete academic assessment reports according to district-approved standards
- Communicate with families regarding student academics and behavior
- Collaborate with General Education teachers, Counselors, Inclusive Education/ Special Education Team (including Paraprofessionals) and English Language Development (ELD) Team
- Use planning periods for the advancement of student academics and compliance

- Implements all duties in compliance with all state and federal Special Education laws and district mandates
- Tutor students in need of remediation
- Perform other adjunct duties

School Counselor: As the Bright Star Schools organization continues to grow in number of overall students, and enrollment at each school site, it is increasingly important that each of its students and their families has a designated advocate on campus. This role will be that of a School Counselor, someone who provides support to students through the lens of social and emotional learning, and assists in the communication between each student and their teachers, administrators, parents, and prospective supplemental and enrichment programs. The Counselor will be part of all student and family facing functions for the Bright Star Schools Campus, and will ensure the success of their assigned students while they're at Bright Star Schools.

The Counseling Program will focus on core areas:

- Implementation of the ASCA National Model and best practices
- Relationship building and mentoring
- Academic counseling and support
- College and Career Readiness programming and supports
- Social and emotional support
- Community resources and referrals
- Participation in Student Activities i.e. chaperoning
- Co-facilitation of Morning Meetings and school wide assemblies
- Restorative Justice Practices within and outside of the classrooms
- Student and Family Services
- Parent Education sessions on social emotional and academic learning
- Parent engagement events
- Provide family resources and referrals for community events
- Outreach to families with needed interventions

Required Qualifications:

- Pupil Personnel Services Credential in School Counseling.
- College degree required; a Master's is required in order to obtain a PPS Credential
- A deep understanding of Early Childhood Education, as well as child and adolescent development
- Strong oral and written communication skills, including advocacy skills

- Ability to connect and build relationships with students and their families, including families speaking different languages.
- Ability to facilitate connections with students and faculty.
- Organizational skills to work with tracking systems.
- Experience working with at-promise youth.
- Proactive, self-starting and motivating approach

Preferred Qualifications:

- Fluency in Spanish and/or Korean highly desired
- Working knowledge of Aeries SIS
- Familiarity with facilitating Social Emotional Learning (SEL) Curriculum

Responsibilities:

- **Academic Counseling & Direct Academic Support**
    - Weekly check-ins with teachers
    - Weekly classroom push-ins for academic and behavioral support
    - Student support team meetings
    - Social Emotional lessons within and outside of the classroom
    - Student Mentorship & Counseling
    - 504 Plan designee
- **Behavioral guidance and support**
    - Appropriate identification of students social and emotional needs
    - Provide resources and referrals as necessary
    - Necessary interventions, including individual and small group counseling
- **Parent Liaison**
    - Offer resources and support for family challenges
    - Home visits may be conducted as needed to ensure home and school partnerships
- **Other Duties may include (based on experience and skill set)**
    - Coordinate Parent Group activities
    - Develop Parent Education curriculum
    - Coordinate Student Activities
    - Morning, lunch and afternoon supervision of students
    - Follow Bright Star Schools' toileting policies and protocols if working with TK and Kinder students

School Psychologist: Provides services to children grades TK-12 (depending on school site), including screening and assessment, individual and group counseling, and work with outside agencies as appropriate. Functions as a member of the Individualized Education Program team to determine student's eligibility for special services, appropriate programming, and on-going progress. Deliver academic interventions and Designated Instructional Services Counseling (DIS) Counseling or ERICS (Educationally Related Intensive Counseling Services (ERICS) as needed for various students, assess students to determine present performance levels, learning styles, area of special education eligibility, if applicable design transition plans along with Individualized Education Programs, and collaborate with general and special education colleagues to supply enriched-academic programs that meet the needs of various students with disabilities The School Psychologist reports to the Principal.

Required Qualifications:

- Master's degree in a related field required.
- Possess a valid California Pupil Personnel Service credential authorizing service as a School Psychologist.
- Knowledge of current and appropriate assessment tools, counseling techniques and behavioral and classroom management programs
- Ability to work cooperatively with support services, including all special services and other school and district office personnel
- Possession of a valid California State driver's license
- Solid knowledge of state and federal special education rules and regulations.
- Belief that every child is deserving an excellent education
- Identify as a life-long learner
- Belief in data-informed instruction, strategic planning, and weekly action plans
- Possess a firm, kind approach to managing student behavior through restorative practices
- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Passionate advocate for diversity, equity, inclusion and belonging

Preferred Qualifications:

- Bilingual and biliterate in Spanish or Korean strongly preferred.
- 3+ years of experience as school psychologist preferred

Responsibilities

- Provide both individual and group services to students that work towards improving academic and/or behavioral performance.
- Coordinate and conduct assessments for all referred students and assure legal and timely completion
- Interpret and analyze test results
- Make observations in the classroom and other settings
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing legally defensible reports which state the evaluation findings and provide for educational program recommendations.
- Provide DIS counseling or ERICS services, maintain notes and service records, and track services on Welligent on weekly basis
- Submit weekly action plans which highlight student counseling sessions per day and assigned assessments per week. All compliance tasks and related projects must be communicated to school site principal on a weekly basis
- Collaborate with school staff regarding MTSS implementation, Student Success & Progress Teams, Suicide Prevention, Crisis planning and school-wide mental health initiatives
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child including resolving students' learning and behavioral needs via Behavior Support Plans.
- Attend team Professional Learning Community meetings and discuss student cases, plans with team members around initial, triennial and high-profile assessments. Ensure that teams are coordinating assessment efforts to ensure timely completion of all assessments and IEP meeting timelines.
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans.
- Evaluate the effectiveness of academic programs, behavior management procedures and other services provided in a school setting.
- Consult with parents to assist in understanding the learning and adjustment processes of students.
- Provide community resources to students and parents when deemed appropriate
- Provide home visits when necessary and appropriate.
- Consult with community agencies such as probation departments, mental health, and welfare departments concerning pupils who are being served by such community agencies.

- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings.
- Foster positive, equitable and inclusive culture at school site where students with disabilities feel deep sense of belonging
- Maintain test records of students assessed
- Participate in BSS Inclusive Education monthly psych meetings, Inclusive Education quarterly retreats, Inclusive Education cadre sessions and site-based PD and staff meetings
- Plan and implement professional development opportunities for staff and parents in collaboration with school team
- Perform other related duties assigned on site during school hours (generally 7:30-4:30 but may vary by school)

Instructional Assistants: The Charter School's IAs are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many IAs also serve as tutors and lead individual classes during the afterschool program. IAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full- time teachers in the general Education classroom with Bright Star Schools. As teachers teach the academic curriculum, our IAs have their own unique duties to drive the cultural framework of the schools. Our IAs help our schools realize our extensive academic and cultural programs. The instructional Assistant reports to the Principal.

Required Qualifications and Characteristics

- At least 48 college semester units required
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail- oriented, flexible in scheduling and prioritization, and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and prior.

Preferred Qualifications:

- Bachelor's Degree desired.

- Bilingual (Spanish/Korean) desired.
- Substitute credential highly preferred.

Responsibilities:

- Student Supervision
- Orients and provides instructional assistance to individuals or small groups of students.
- Tutors individuals and small groups of students in various subject areas.
- Assists teachers in establishing and maintaining a clean, safe and pleasant classroom and learning environment.
- Assists in preparing instructional materials.
- Assists in maintaining student records and files
- Operates equipment such as copy machines, computers and audiovisual equipment.
- Supervise students in all indoor and outdoor activities, ensuring a safe environment
- Supervise students during breakfast, lunch and snack time.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Maintain open lines of communication with the teacher and classroom team to ensure the individual needs of all children are met.
- Provide additional support to teaching staff as needed.
- Performs related duties as assigned.

Paraprofessional: The Paraprofessional will primarily support teachers with push-in and push-out resource services to students with IEPs in the general Education setting. They will assist teachers in providing instructional and behavioral support to a specialized caseload of students with disabilities (including students with Autism, ADHD, or Specific Learning Disabilities). All duties are performed under the supervision and direction of a credentialed Education Specialist, who maintains responsibility for the establishment of accommodations, service provision, and required recordkeeping.

Required Qualifications:

- At least 48 college semester units required
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail- oriented,

flexible in scheduling and prioritization, and driven by excellence.

- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and prior.

Preferred Qualifications:

- Bachelor's Degree strongly preferred
- Experience working with students with special needs strongly preferred
- Certificate of Clearance and Emergency 30-day Substitute Credential preferred
- Bilingual in Spanish preferred
- Desire to pursue a career in Special Education preferred

Responsibilities:

- Tutor, orient, and provide instructional assistance to individuals and small groups of students in various subject areas
- Assist teachers in establishing and maintaining a safe and inclusive classroom and learning environment
- Assist in preparing differentiated instructional materials, especially to accommodate students with special needs
- Assist in maintaining Special Education student records and files
- Operate equipment such as copy machines, computers and audiovisual equipment
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them, as well as consulting with Behavior Intervention Plans written by Board Certified Behavior Analyst per student IEPs, implementing Behavior Support Plans
- Provide a wide variety of age-appropriate activities that offers physical and emotional growth
- Track services in Welligent daily

Office Manager: The office manager ensures the efficient operation of the school's main office and works with members of the administrative team to ensure the success of the school. The Office Manager reports to the Principal. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. They effectively use standard office machines

and computer software programs such as Microsoft Word, Excel and Outlook. They speak, comprehend, read and write fluently in English and Spanish. They effectively attend to the details of work, and conduct all job duties with accuracy and preparedness.

Required Qualifications

- 3 years of experience in operations or relevant field required
- Bilingual: Spanish and English
- High School Diploma or GED
- Must enjoy working with children and their families
- Excellent phone etiquette and verbal communication skills
- Good attendance and punctuality
- CA Driver license
- Able to work in a fast-paced environment and meet deadlines with minimal supervision
- Able to multitask
- Customer-service oriented
- Positive mindset
- Professional appearance (business casual)

Preferred Qualifications:

- Bachelor's degree
- Knowledge of Google Workplace (Gmail, Google Drive, Google Sheets, Google Docs)

Responsibilities:

- School Access: Greeting and signing in all visitors to the school; ensuring that students leave only with authorized parents or guardians; ensuring family satisfaction to ensure yearly retention
- Phone Calls: Answering and forwarding all phone calls; taking messages; placing outgoing calls; making public address announcements; ensuring family satisfaction to ensure yearly retention
- Record-Keeping: Collecting and maintaining forms and other records, including student cumulative records; securing missing forms; ensuring the confidentiality of all student records; processing student records requests, including enrollment verification letters, proof of free/reduced lunch status, and report cards; maintaining and updating current student information system; coordinating with the Data Team and Enrollment Team to ensure current data in SIS program is current and up to date

- Enrollment Support: Entering student enrollment data and updating all student records, including student registration and attendance, using the school's student management software; processing applications for admission
- Outreach Support: Scheduling school tours with prospective families and Principal; cold-calling local preschools and daycare facilities to identify opportunities for outreach.
- Attendance Support: Overseeing daily student attendance reconciliation; ensuring student attendance is taken daily; generating weekly/monthly attendance reports
- Tardies: Issuing tardy passes and entering student tardies into student information system
- Family Communication: Communicating with families around attendance, students' needs, or behaviors; managing school-wide notifications/communications; printing, distributing and translating of school documents as needed; execute parent communication plans (e.g., phone blasts, emails, texts); manage data entry for parent attendance and surveys
- Lost and Found: Oversees lost and found area
- School Mail: Receiving and distributing incoming mail and deliveries; preparing outgoing mail and deliveries
- Physical Environment: Ensuring that the school's physical environment is at all times neat and orderly, including the main office, copier/supply area, reception area, and first aid equipment.
- School Support: Supports as needed with lunch operations, small meeting set-up and breakdown, student behavior management, supervision (hallway, lunch, recess); management of distribution of flyers, student materials, family materials, and staff materials
- School Basic First Aid: Performs basic first aid to students; processing student injury reports and family communication
- Fiscal Duties: Selling schoolwide materials (e.g., uniforms & school supplies); managing the cashbox
- Supply Distribution: Support the Dean of Operations in management and distribution of materials and supplies to teachers; performs mass school copies; supporting check-in/check-out of office laptops
- Translation: Translates as needed in oral and written form
- Professional Development: Attends all professional development sessions, as appropriate; participates in staff meetings, office meetings, and support staff meetings
- Substitute Support: Requesting/monitoring substitute assignments for campus positions; communication to staff members of subbing assignment; ensuring substitutes have lesson plans, schedules, materials, and equipment for daily success
- Any other duties as assigned.

5.3: Employee Positions – Other Roles

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

Custodian: The Custodian is an integral part of the school operations team. Under the direction of the Dean of Operations this position is responsible for performing School Facility maintenance duties.

Qualifications/Requirements:

- Ability to work independently and effectively with a team
- Well organized, reliable and responsible.
- Good communication and interpersonal skills
- Strong client/customer service skills
- Ability to prioritize multiple tasks
- Ability to follow oral and written instructions.
- Basic knowledge of cleaning products and/or willing to learn.

Preferred Qualifications:

- Prior experience in housekeeping

Essential Functions:

- Cleans (sweeps, mops, vacuums, dusts) assigned school facilities (e.g., classrooms, offices, gyms, restrooms, multipurpose rooms, pool, grounds, hallways, stairways, common areas, public areas, etc.) for the purpose of maintaining a sanitary, safe, attractive environment.
- Sweeps, mops, scrubs, strips, extract, waxes, buff, vacuums, etc. all types of floors.
- Removes and properly disposes of discarded materials.
- Removes and transports trash to the appropriate disposal areas.
- Compacts trash.
- Change light bulbs and perform light facility maintenance.
- Keep building entryways free of obstacles, dirt, and debris.
- Arranges furnishings and equipment for the purpose of providing adequate preparation for meetings, classroom activities, and events
- Helps respond to immediate safety and/or operational concerns (e.g., facility damage, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning physical and educational environment.

- Inspects school facilities for the purpose of ensuring site is suitable for safe operations and maintained in an attractive and clean condition, and identifying any repairs that may be necessary due to vandalism, equipment breakage, weather conditions, etc.
- Attends in-service training (e.g., instruction on blood-borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Operate a vehicle to work at remote locations.
- Other related duties may also be assigned.

Working Environment: Able to be flexible and work day and evening shifts as required. The majority of the work is performed in a remote setting with a wide variety of people in differing functions, personalities and abilities.

Physical Demands: The work requires routine walking, standing, bending and carrying items weighing up to 50 pounds. Lack of immediate access to critical medical services as well as urban community services. Requires working in remote confined space workspaces for extended periods of time. [Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions].

Community School Manager: Under the supervision of the Principal, with support from the Senior Vice President of Student and Family Services and the Community Schools Chair, the Community School Manager ("CSM") is a member of the School Leadership Team and is responsible for developing and implementing comprehensive, equity-driven community schools strategies at Bright Star Schools. The CSM will coordinate and support programs that address the learning barriers for students, build sustainable partnerships, and align family and community engagement efforts with school-wide goals. Each of the 9 BSS campuses (Stella Elementary, Stella Middle, Stella High, Rise Kohyang Elementary, Rise Kohyang Middle, Rise Kohyang High, Valor Academy Elementary, Valor Academy Middle, and Valor Academy High) will have one dedicated manager. In partnership with the school leadership team, the Community School Manager will develop a system of support for students, families, and community members. Additionally, the Community School Manager is responsible for implementing systems, procedures, and policies determined by community schools grant initiatives and ensuring adherence to the California Community Schools Partnership Program grant requirements.

Required Qualifications:

Knowledge of:

- Sensitivity to and understanding of the needs of English Learners (EL) students and families.
- Understanding of the physical, intellectual, social, and emotional growth patterns of students served by Bright Star Schools.
- Excellent networking, training, communication, and interpersonal skills.

Ability to:

- Travel to other sites/locations. This position will require the use of a personal vehicle to visit district and community sites, to attend periodic evening meetings and/or travel within the county boundaries to attend meetings.
- Work effectively in a multi-ethnic community.
- Develop and maintain cooperative relationships with individuals and groups.
- Facilitate oral and written communication.
- Conduct business in a highly professional manner.
- Demonstrate ability in grassroots community outreach and organizing.
- Demonstrate ability to work effectively as a member of a team.

Experience/Education Qualifications:

- Bachelor's Degree or six years of relevant experience is required; a Master's Degree is a plus. Educational experience in education, community impact, or related field is strongly preferred.
- 3 years of work experience required, Bilingual in English/Spanish (Required)

Preferred Qualifications:

- Employment in the education field working to support children TK-12
- Bilingual in English/Korean

Responsibilities:

Leadership and Capacity

- Serve as an active member of the School Leadership Team to ensure community school principles are embedded in the school-wide planning, policies, and decision-making
- Create, strengthen, and maintain the bridge between the school and the community by creating opportunities for shared leadership and trust
- Facilitate and provide leadership through collaboration to resolve related issues to service delivery, access, and coordination

- Advocate for policies that center racial equity, restorative justice, and student well-being within school structures.
- Create and implement a community school plan
- Manage day-to-day operations of the CCSPP programming, which includes managing partnerships & site plans, coordinating resources, and evaluating the program strategy's effectiveness
- Work in partnership with the Community School Program Chair to collect relevant information and data for grant reporting
- Collaborate with the Community School Managers from other campuses, alongside the Community Schools Director, to streamline implementation

Resource Development and Coordination

- Manage the CCSPP grant budget to ensure resources are strategically allocated to advance the work of Community Schools, directly supporting student success, family engagement, and sustainable systems change
- Track expenditures, coordinate with finance teams, and ensure compliance with reporting requirements while aligning spending with the long-term vision for school transformation
- Identify, engage, and recruit partners to offer programs and services for students and families based on the community's needs assessment
- Develop the continuum of services for the students, families, and community members within the school neighborhood
- Assist directly with information sharing and referral services to maintain an effective referral process to community resources
- Assess strengths, weaknesses, and opportunities of partnerships
- Establish and coordinate service teams to ensure needs are being met and services are being maximized to the extent possible and to make adjustments as needed

Community Engagement and Coordination

- Advocate for students, families, and community members within the school neighborhood
- Coordinate all services that are part of the community school's initiative that take place during and beyond the school day. Services can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance
- Manage and attend various school meetings and other outreach events (program culminations, press events, open houses, community events, etc.)

- Serve as a liaison between the BSS SST, teachers, partner agencies, families, and students for grant requirements and/or programming communications.

Communications

- Develop, maintain, and publicize a schedule of resources, programs, and activities offered at the school
- Facilitate an awareness of needs and trends within the community

Data-Informed Decision-Making

- Conduct a needs assessment by working with school administrators, teachers, partner agencies,
- parents and students to identify barriers to learning, available resources, and gaps in services
- Manage the school-level collection and input of evaluation data used to measure ongoing program effectiveness of services and program outcome measures

Advocacy and Policy Change

- Engage in opportunities to strengthen connections to local leaders including elected officials by attending community events, meetings, and representing the school to external partners

Campus Support

- Participate in in-person programming and activities offered at the school.
- Other duties as assigned by the Principal or Community Schools Chair

Cluster Data Coordinator: The Cluster Data Coordinator provides a supporting role in maintaining Bright Star Schools student information systems, analyzing, visualizing data, supporting compliance reporting, and ongoing projects at the cluster level.

Student Information/Learning Management Systems

- Maintenance of student information systems including but not limited to enrollment, student scheduling, demographic information, transcripts, health, staff, grades, and performs ongoing system analysis.
- Supports master scheduling projects while adhering to the timelines established by the School Support Team Data Lead and school administrators.
- Ensure student data accuracy by implementing a standardized process around data entry and reporting of student information.

- Supports the implementation and maintenance of student learning management systems including, data collection and account management
- Supports the process of entering HS Transcripts in the student information system and generates cumulative records for school records requests

Compliance Reporting

- Assists with the audit of monthly reports to be submitted to the district and home office (i.e.: LAUSD Attendance)
- Assist with the completion including the collection and maintenance of data necessary for quarterly/yearly district and state reports (CALPADS, CRDC, SARC, NSLP, etc.).

Assessment Support

- Provides data support for the administration of state and internal assessments (CAASPP, ELPAC, NWEA, i-Ready, etc.).
- Assist Cluster Data Lead with the following:
    - Investigating all incidents of test security and testing irregularity and escalate to the Deputy Superintendent and CDE as necessary
    - Set up the assessment management systems including test administrations, user accounts, student test assignments, and designated supports/accommodations
    - Support with staff training
    - Monitor org-wide assessment completion rates and work with school administrators to ensure compliance with state accountability requirements

Data Collection and Analysis

- Assist with the production of reports that analyze and visualize student achievement and cultural data using BI tools.
- Supports the process of gathering information for dashboards and reports to support the need for data to school and home office departments.

Qualifications:

1. Bachelor's degree.
2. Required experience with student information systems, Aeries SIS preferred
3. Charter school experience, preferred.
4. Highly proficient with Microsoft Excel.

5. Computer proficient; highly organized, ability to work with Microsoft and Google Productivity Suites.

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 it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii). That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200

- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis

pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a school wide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and meal times, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic , Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

***"The means by which the 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 school district to which the charter petition is submitted."* (Ed. Code § 47605(c)(5)(G).)**

COURT-ORDERED INTEGRATION

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

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

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

7.1: Charter School Plan to Achieve and Maintain LAUSD's Racial and Ethnic Balance Goal

The Charter School will implement a coordinated advertising and recruitment strategy from November through August to inform families about educational opportunities and support LAUSD's Racial and Ethnic Balance goal (70:30 or 60:40). A variety of outreach techniques will be used to recruit a diverse student body.

Each year, Bright Star Schools analyzes enrollment trends in a cross-functional meeting to identify patterns, root causes, and strategies for improvement. This process uses both data and feedback, including insights from exit interviews with families who leave the network.

To support retention, the Charter School will develop strong family engagement systems and partnerships that enhance student success. The Enrollment Team, part of the Outreach & Engagement department and overseen by the Senior VP of Operations, will lead efforts to improve two-way communication and parent access to key information.

Below is a list of community organizations with whom we have engaged in collaborative efforts.

- Mid Valley YMCA
- Mission College
- Didi Hirsch
- Panorama Mall
- Harvard Westlake
- CicLAvia The Valley

Some of the outreach methods and their timelines are listed below:

- [YEAR ROUND]: Monthly distribution of informational materials to community-based organizations to organizations that serve various racial and ethnic populations, such as the local area libraries, recreation centers, local businesses, schools and faith-based organizations.
- [FALL]: Meet internally to research culturally meaningful events happening in the community for the year ahead and create monthly plans to boost participation, including festivals, farmer's markets, community health fairs, and school fairs. This can include events like the Lotus Festival in Echo Park and Jazz festival in Leimert Park.
- [YEAR ROUND]: Work with a diverse group of parent ambassadors to reach out to their community ties and social circles throughout the year.
- [FALL / WINTER]: Outreach meetings in several local regions to reach prospective students and parents in the fall and winter.
- [SPRING]: Providing opportunities for parents to speak to our representatives outside popular shopping venues throughout local areas in the spring.
- [SUMMER / FALL]: Development of promotional materials in various languages, mainly Spanish, to inform non- English speaking populations about our school in the summer and fall.
- [WINTER]: Mail school and enrollment information to areas with high African-American and Latino populations
- [FALL / SPRING]: Host events on campus to give families the opportunity to tour the campus, meet staff, and learn more about the programs

Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body predominantly consist of Latino/a and also include backgrounds of African - American, Asian and Pacific Islander, among others. Charter School will keep on file materials of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. Charter School seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in underserved communities. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, Charter School's target demographic seeks to serve that population. As stated in our vision, Charter School seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, Charter School is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within LAUSD's territorial jurisdiction. In order to accomplish this, Charter School conducts the following recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the Charter School.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience (ethnicity/race, socio-economics, parent education levels, etc.), including community presentations, flyers, the school website and/or sending out press releases to the local media.

To keep up with the changing community we live in, Bright Star Schools has also created digital advertisements for our website and for recruitment purposes. To view these portal, see below.

- Website: https://brightstarschools.org/Enroll
- YouTube advertisement: https://www.youtube.com/watch?v=exVq0LPJCCM, as featured on Bright Star School's YouTube channel here:
- YouTube advertisement: https: //www.youtube.com/user/brightstarschool/featured
- Bright Star Schools Instagram: https//www.instagram.com/brightstarschools

7.2a: Charter School's Plan for Achieving and Maintaining the LAUSD's Special Education Population Percentages

In our Lottery form, also known as the Intent to Enroll Application, the Charter School does not ask any information regarding the student's academic ability or special needs status. To ensure the Charter School maintains LAUSD's Special Education population percentages, our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our materials specifically highlight that we serve students with IEPs as well as English learners. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance. Information on the percentage of students identified in subgroups for Special Education ("SPED), English Learners ("EL), and Free and Reduced Price Meal students we serve and the supports we provide are given in detail during winter and spring Information Sessions as well as the New Student Orientation in July. Families who want more information about our SPED and EL services are scheduled for a one on one call or meeting with one of our SPED Directors.

Once any student has been admitted, the Charter School's policy is to collect information pertaining to the student's academic background, including report cards and IEP, if the student has one, so that we can provide all necessary and timely services.

7.2b: Charter School's Plan for Achieving and Maintaining the LAUSD's English Learner Population Percentages, Including Redesignated Fluent English Proficient Pupils

To ensure the Charter School maintains the LAUSD English Learner population percentages, the Outreach and Engagement team translates all materials into the languages spoken by the majority non-English speaking community members in local areas. In addition, at every outreach event we have Spanish speakers ready to connect with families of multi-language learner students, as well as Korean if it has been identified as a likely need for the community. Our recruitment materials also specifically list how our small school environment is great for English learners, and are printed with English and Spanish translations by default.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." **(Ed. Code § 47605(c)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

8.1: Admissions Requirements

The Charter School has open admission for any student who seeks to enroll in our academic program by submitting an Intent to Enroll form. These forms are managed and seats are offered in accordance to the capacity of the Charter School. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with IEPs enroll, it is the Charter School's policy to collect any and all information pertaining to the student's IEP. The Charter School is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. The Charter School serves a community where 90%-96%[122] [123] [124] of the students in our target population are categorized as socially economically disadvantaged on the California School Dashboard averaged between 2022-2024. We are dedicated to making sure that all community members are equally aware of the alternative school choice we are providing to students within the communities we intend to serve.

[122]"Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2022.
[123]"Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2023.
[124]"Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2024.

8.2: Student Recruitment

The Charter School outreach team conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, postering, flyering, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in Los Angeles-based English and Spanish publications. All promotional materials are in various languages, thus far Korean and Spanish, to inform non-English speaking populations about our Charter School.

In order to recruit students who have a history of low academic performance, who are socio-economically disadvantaged, and/or have disabilities, we conduct our outreach directly within the community and in various modes. More detailed information can be found in Element 7 of this petition.

8.3: Lottery Preferences and Procedures: Identification and Rationale of Admission Preferences

If the Charter School receives a greater number of applications than available spaces, a single public random drawing ("lottery") will be conducted. Existing students are exempt from the lottery. Preferences will be offered in the categories below, in accordance with applicable state and federal laws.

8.3a: Lottery Preferences and Exemptions

If there are more seats available than student applicants, then all student applicants will be offered a seat without being required to participate in the lottery drawing. When any grade level has received more applications than availability, the Charter School will hold a lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Weighted priority is assigned to the first preference category; Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided below.

Lottery Preferences

Applicants with Preference:

a. Pupils residing in the District[125].

b. Siblings[126] of a student currently attending or admitted to the Charter School.

c. Children or wards of Bright Star Schools employees, limited to 10% of the Charter School's total enrollment.

In order to align with the Charter School's value of serving the community we offer sibling preferences to align to our value of serving the entire family. Additionally, we have offered employee preferences in order to increase investment of employees who will not just work for Bright Star Schools but also be parents of Charter School's students.

8.4: The Manner in Which the Charter School Will Implement a Public Random Drawing in the Event That Applications for Enrollment Exceed School Capacity

Our admissions process begins with the submission of a Lottery Application form which the school labels "Intent to Enroll" form, at any time during the school year. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. The Charter School tracks the number of applications received to determine whether the number of applicants exceeds the number of available seats. This typically occurs in the winter, when the open enrollment period closes. If there are more applicants than available seats, the Charter School holds a public random drawing to determine enrollment. The public is notified of the random drawing through our website, flyers in public places (i.e. on campus, libraries, community centers, parks, etc.). Applicants who have submitted an Intent to Enroll Form are notified of the lottery via automated and/or personal telephone calls and/or email notifications. If there are more available seats in a grade level than there are applicants, all students who have submitted an Intent to Enroll Form will be offered a seat.

In the event of a lottery, admission to the Charter School will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for the Charter School is reached will be placed on a waiting list, in the order they are drawn. Students who qualify for one of the preferences listed above will be prioritized on the waitlist. In no circumstance will a waitlist carry over to the following school year.

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[125] In-District Students – in accordance with District requirements, Charter School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries.

[126] For the purposes of Enrollment Preferences, "sibling" shall be defined as a biological sibling or a child who has the same guardian

New applicants who submit an application after the public random drawing will be offered a seat if space is available in the grade level they have applied for or be added to the waitlist in the order that the application was received. In the case that a student submits an application form after the Lottery and has an admission preference (outlined in 8.3a above), that student will be provided a numerical ranking on the waitlist based on the sequential order of lottery preferences listed above, and ahead of all applicants without an enrollment preference.

As seats become available in a grade level, the Charter School will offer seats to students on the waitlist in ranking order, based on the criteria discussed above. The waiting list is kept on file at the school and is valid for the duration of the school year.

The Means by Which the Charter School Will Contact the Parents/Guardians of Students Who Have Been Promoted Off the Waiting List and Timelines Under Which Parents/Guardians Must Respond in Order to Secure Admission

Once a grade level seat becomes available for an applicant who is at the top of the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Charter School Office Manager within 48 hours via phone call, and email as a secondary option. The parent/guardian must accept enrollment for their students within two weeks of notification by calling or emailing the school front office team or our Enrollment Team with their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will be removed from the Accepted Applicants list. If the student's family contacts the school after the deadline, they will have to reapply. If there are seats available, they will be offered a seat. If there are no seats available, they will be placed on the waiting list.

The records the school shall keep on file documenting the fair execution of lottery procedures. Copies of all Lottery Application Form, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team.

8.4a: Open Enrollment Period(s) or Timeline, and Related Enrollment Procedures

1. Open Enrollment/Application Period –The open enrollment period to accept intent-to-enroll applications will run from the First Day of School through the winter, two weeks before the date of the Public Lottery. The Lottery will be held in late winter or early Spring, and all applicant families will be notified. Applications submitted after the Lottery deadline until the final day of the actual academic year being applied for (usually in June) will be added to the Waitlist. If there are seats available, the student will be offered a seat at the Charter School. Completion of an Intent to Enroll Form happens at any Bright Star school or online,

requiring the same information. Families are welcome to attend an Information Session—these are optional, and we'll be offering several opportunities throughout the winter and spring months.

2. Random Public Drawing - The random public drawing is held during late winter/early spring each year. Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
3. Notification: Families are notified via call, text, and email of the outcome by the Enrollment Team (whether they are offered a seat or wait list position) within two days of the drawing.
4. Enrollment Packet Submission: Within two weeks of receiving a seat offer, the student's family should submit their enrollment packet to the school.
5. Registration: The Charter School hosts a Registration event in July where all remaining forms are available for completion.

8.4b: The Method the Charter School Will use to Communicate to All Interested Parties and The Rules to Be Followed During the Lottery Process

Applications are available digitally online on the Bright Star Schools and school web pages and hard copies are available at all Bright Star school sites. The Charter School advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods for these communications include, but are not limited to, web advertising, newspaper ads, home mailers, fliers, and sign/billboard advertising. When a family submits an application they receive a follow up personal call and/or email to verify receipt and to list next steps which include an invitation to Information Sessions, the Lottery (including rules and procedures). Lottery procedures are also reviewed in detail at the Information Session and during lottery invitation emails and calls. Lottery rules and procedures can also be found on our website.

8.4c: The Method the Charter School Will Use to Verify Lottery Procedures Are Fairly Executed

The lottery is coordinated and moderated by the Enrollment Team in a location open to the public (typically on Charter School campus) and advertised to the Charter School community. The Enrollment Team which is composed of Bright Star school support team members who fall within the outreach and engagement functional area of back office support. They work directly with the Charter School to support all Charter School outreach and enrollment efforts. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish. Korean translation is available as needed.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are live for those in attendance, and all

who submitted an Intent to Enroll Form are emailed their individual results and follow up phone calls are made by the Enrollment Team and/or Charter School Office Managers for admitted students.

8.4d: Method for Documenting the Fair Execution of Lottery and Waitlist Procedures

To ensure a fairly executed program, the lottery is made through a digital lottery management and enrollment program. All applications and preferences are entered and verified in the system ahead of time. The screen with the results is projected in a public space so all attendees can see. Additionally, the Enrollment Team reads the names individually, including the order of the wait list.

The enrollment team schedules all lotteries on a calendar that is shared with all school staff. These dates are public information for interested families who apply. Application records include the date of submission as well as any preferences identified. Moreover, the waitlist is monitored by the enrollment team, and seats are offered as they become available.

8.4e: The Time and Location Where the Lottery Will Occur and the Efforts the Charter School Will Undertake to Ensure All Interested Parties May Observe the Lottery

The lottery is held in a location open to the public, typically on Charter School campus, to ensure the space is large enough to accommodate all interested families and to ensure accessibility for interested families. The lottery process is open to the public. The lottery will be held at a time that is determined to be convenient for the families in our Charter School community to attend. This is typically between 6pm - 8pm on a weeknight, or between 8am-10am on a Saturday morning.

The public is notified of the random drawing through written notices posted at the Charter School campus and on our website. Applicants who have submitted a Lottery Application form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses. The Enrollment Team and the Charter School administrators conduct the drawing.

8.4f: Means by Which the Charter School Will Notify Parents/Guardians of Students Who Have Been Offered a Seat as a Result of the Lottery or from the Waiting List Following a Lottery, and The Procedures and Timelines Under Which Parents/Guardians Must Respond in Order to Secure Admission

Families who have been offered admission are notified by email, text and phone call of acceptance within two days of the lottery by the Enrollment Team and/or Office Manager. Families must accept the seat offer for their student within two weeks of notification by confirming in person, via email, text, or call with the school office team

or our Enrollment Team. They may also complete the enrollment process and/or submit a completed Enrollment Packet online.

Once a grade level seat becomes available for an applicant who has the highest ranking order on the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Charter School Office Manager within 48 hours via phone call, and email as a secondary option. The parent/guardian must accept enrollment for their students within two weeks of notification by calling or emailing the school office team or our Enrollment Team with their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will be removed from the Accepted Applicants list. If the student's family contacts the Charter School after the deadline, they will have to reapply. If there are seats available, they will be offered a seat only after. If there are no seats available, they will be placed on the waiting list.

The Charter School shall keep records on file documenting the fair execution of lottery procedures. Copies of all Intent to Enroll Forms, lottery results, and waiting lists are readily available for inspection at the Charter School office. These records will be maintained by the Enrollment Team.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.1: Annual Financial Audits

Adequate cash flow for Charter School is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Chief Financial Officer regularly prepares annual budgets with five year forecasts as well as monthly financial reports, including revenue and expenditure reports, balance sheets, monthly forecasts, and cash flow statements that the Board of Directors reviews during their Board meetings. The Bright Star Schools accounting department maintains financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Finance Committee, in conjunction with the Chief Financial Officer, is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller's Office on its list of education auditors with education finance experience to audit the school's financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide. The selection of the independent audit firm is a two-step process. The Head of Accounting conducts a thorough evaluation of potential firms and presents their findings and recommendations to the School Board of Directors. The Head of Accounting reports to the Lead Executive Officer. The role is not a part of the leadership team. The Board then exercises its fiduciary responsibility by making the final decision on the engagement of the audit firm. The Head of Accounting, in collaboration with the Controller and with support from staff members across accounting, finance, academic, and operations departments, is responsible for compiling and providing all necessary documentation and information to the independent auditor to facilitate a comprehensive audit. The Chief Financial Officer is also responsible for working with the independent auditor to complete the audit. The Head of Accounting is responsible for overseeing the timely submission of the completed audit report to all required agencies by the mandated statutory deadlines. This includes coordinating with the independent auditor to ensure compliance with reporting requirements. The Chief Financial Officer is a leadership role that is directly supervised by the LEO.

9.2. Description of The Process That the Charter School Will Employ to Address and Resolve any Deficiencies, Findings, Material Weaknesses, or Audit Exceptions Identified in the Annual Independent Financial Audit and the Position at the Charter School Responsible for Administering This Process.

The Bright Star Schools Board Finance Committee Chair reviews any audit exceptions or deficiencies and reports recommendations to the full Board as to how these have been, or will be, resolved. The Bright Star Schools Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.

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 school days 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."
(Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

10.1: Discipline Foundation Policy

The Charter School does not consider suspension and expulsion to be effective means of improving school behavior or compliance with Charter School rules and policies. While they may become necessary in extraordinary circumstances, disciplinary issues at the Charter School are more often dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other

students, discussion with the student and their parent/guardian, [127]social worker or probation officer and ineligibility for particular privileges.

The Charter School uses a value-based system to develop and promote positive student behavior and supports. These supports include school-wide incentive programs, in which students earn points when expressing the values of Leadership, Excellence, Integrity, Social Justice and Community. These points can be redeemed weekly in the student store. Community-building activities and relationship-building practices occur at all grade levels through grade level Pride meetings, and school wide assemblies.

Professional development is offered at all levels of the organization to support the importance of building healthy relationships, strong communities and development of restorative practices. Professional development is offered for all staff prior to the beginning of the school year, and organization-wide professional development events are facilitated typically five (5) times each year. Each year, a professional development plan is created in alignment with feedback from data and surveys of all stakeholders.

The contents in the student handbook are consistent with provisions in this petition, applicable District policies, the School Climate Bill of Rights and all applicable law. The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Under the Charter School's Discipline Foundation Policy, students who do not adhere to stated expectations in the Charter School's student handbook for behavior and who violate the Charter School's rules will face consequences for their behavior.

Consequences may include, but are not limited to:

- Behavioral counseling
- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school support staff

[127] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Formal restorative conferencing
- Suspension (for an offense enumerated below)
- Expulsion (for an offense enumerated below)

Any student who engages in repeated violations of the Charter School's behavioral expectations that cannot be dealt with through counseling and other tiered intervention strategies, will be required to attend a meeting with the School Principal or designee and the student's parent/guardian. Such tiered interventions for behavior may include, but are not limited to, Ripple Effects (a social and emotional learning and behavior intervention online platform), small group counseling, one on one counseling, or targeted behavior interventions. The Principal or designee will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, supports and consequences for failure to meet the behavior expectations which may include, but are not limited to, suspension for offenses enumerated as suspendable below. Behavior contracts are consistent with provisions in this petition, applicable District policies, the School Climate Bill of Rights and all applicable law and may be implemented.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Charter School staff are trained in and annually review de-escalation strategies for students at the Charter School. Frequently, staff participate in professional development focused on teaching, communicating and practicing the Charter School's discipline policy to ensure Charter School practices are consistent. These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior (when possible), and safely stabilizing students through de-escalation techniques who have been triggered. Means of restoration following enforcement of consequences commonly used to build community and/or restore relationships are:

- Providing opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- Provision of any number of resources or referrals to community based organizations offering youth programs or supports

- Opportunities for school-based counseling through our partnerships with community-based organizations.

At the school student behavior data is monitored through a software program customized by the Charter School Principal or designee to manage behavior and character education.

In-School Suspension

The Charter School offers in-school suspension If the student poses no imminent danger or threat to the campus, other students, or staff, as a means of reducing time missed from learning for behavioral issues. School counselors work with students on in-school suspension and their family to arrange a schedule for the student to work on personalized learning assignments through personalized learning assigned by the teacher, as needed to ensure they are able to keep up with school work while on suspension. While a student is on in-school suspension, they will be supervised and receive instruction by the Charter School's Assistant Principal in the Charter School's administrative office. This ensures the safety of the general student body, staff and school campus visitors. Additional supports provided to the student and their family are counseling and an assigned, individualized social-emotional learning scope and sequence. The maximum number of days for an in-school suspension shall not exceed 5 days per incident or more than 20 days in an academic year. The suspension procedures defined below, including family notification, apply to in-school suspension as well as out-of-school suspension.

It is the Charter School's preference to keep students on campus as frequently as possible and to limit the number of suspensions issued. The Charter School reserves out of school suspensions, for when a student may be at risk to themselves or others on campus in such instances as having caused, attempted to cause, threatened to cause, or participated in an act of hate violence, engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel, or made terrorist threats against school officials or school property, or both.

10.2 Suspension and Expulsion Policy and Procedures

Policy

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools' may be suspended or expelled and the procedures governing those suspensions and

expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The Charter School recognizes it is exempt from the requirements of Education Code Section 48900 *et seq*. Nevertheless, 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, The Charter School will provide to the parent/guardian oral and written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their side of the story.

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

(I) Parent/guardian will be provided a conference and, written notice of the charges against the student and an explanation of the student's basic rights.

(II) Parent/guardian will be provided a written notice of a hearing adjudicated by a neutral officer 10 school days before the hearing. During the hearing the student has a fair opportunity to present testimony and evidence, and the student has the right to have their parent or guardian present, and to bring legal counsel or an advocate.

(iii) No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian, requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

The Charter School is committed to annual review of policies and procedures surrounding suspensions expulsions and involuntary removals and, as necessary, modification of the lists of offenses for which students

are subject to suspension, expulsion or involuntary removal. Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements and are made in consultation with the Charter School Division. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing via the Student and Family Handbook provided upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all Charter School and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the "IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school

attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended or recommended for expulsion for any of the following acts when other means of correction and additional student supports continue to fail to bring about proper student conduct:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.
    b) Willfully used force or violence upon the person of another, except self-defense.
    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance; as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e) Committed or attempted to commit robbery or extortion.
    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
    i) Committed an obscene act or engaged in habitual profanity or vulgarity.
    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) 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.

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

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

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12 inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12 inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone,

or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 289 or former Section 288a of the Penal code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for when it has been determined that other means of correction and additional student supports have repeatedly failed to bring about proper student conduct:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

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

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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

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

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) 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.

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily

injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

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

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Expulsion Hearing Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

All Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Assistant Principal, as a designee of the Principal, with the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or Administrative 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

The length of the suspension and decision for In-School or Out-of-School suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by a fair and thorough investigation including witness statements, physical evidence, and other relevant factors, such as contributing life events and circumstances, and whether other means of correction can adequately reduce the length or suspension. For students with IEPs, the Inclusive Education Specialist and/or Director of Inclusive Education will counsel the Principal on additional factors that are relevant to making the determination, the length of suspension for

any students including those with IEP/504 may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the Charter School to discuss the progress of the suspension upon the completion of the additional term of the suspension. A suspension exceeding 5 days would occur in the event that the Principal does not believe, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of days for which any pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. In the event the student is suspended the Principal or designee will determine if they are placed in an interim school-based educational setting, or an Alternative Education Placement will be requested through LAUSD Student Discipline and Expulsion Support Office.

Upon a recommendation of expulsion by the Principal or Principal's designee, which shall be a credentialed Assistant Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended, not to exceed a maximum of 20 school days, pending an expulsion hearing. In such instances when the Principal of the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference.

The decision to make a recommendation for expulsion of a student for a discretionary expellable offense shall be based on a finding of one or both of the following:

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

This determination will be made by the Principal or Administrative designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

The suspension of a student will be at the discretion of the Principal, Assistant Principal (as a designee of the Principal). A suspension appeal may be made in writing to the Principal within the term of the suspension. Within 48 business hours, a decision will be made by the Senior Vice President of Leadership Development regarding the appeal of the student suspension, and this decision will be considered final.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the rights to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 5, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Missed tests will also be coordinated to be completed either at home or upon return. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a panel ("Expulsion Hearing Panel") appointed by the Chief Executive Officer (CEO) following a hearing before it. An Expulsion Hearing Panel appointed by the CEO shall consist of at least three (3) members who are Bright Star Principals or Assistant Principals from different school(s) or central office. School-based leaders should not be from the school cluster that the student attends. The Expulsion Hearing Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

If an expulsion is recommended by the Principal or Assistant Principal (as the Principal designee), the following procedures apply. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Expulsion Hearing Panel will conduct an evidentiary due process hearing in a confidential setting (complying with all student confidentiality rules under the FERPA and consider evidence and/or testimony, as it deems appropriate and will provide a written finding that shall be in the best interest of the student and the Charter School.

The student shall have the right to be represented by counsel or an advocate at the hearing before the Expulsion Hearing Panel, to present evidence on their own behalf, and to confront and cross-examine adverse witnesses and Charter School representatives.

The Charter School shall provide written notice of the proposed expulsion and of the reasons. This written notice to the student of the proposed disciplinary action shall contain the information listed below. The written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) school days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

Reasonable accommodations and language support will be made available at the hearing, upon request, in the event that any party involved in the hearing has a primary language other than English.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 that shall be examined only by the Charter School Principal or Principal designee, or the Expulsion Hearing Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Expulsion Hearing Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Expulsion Hearing Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Expulsion Hearing Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion Hearing Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness 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

expulsion hearing panel 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 expulsion hearing panel from exercising their discretion to remove a person from the hearing whom they believe 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. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic video recording, as long as a reasonably accurate and complete record of the proceedings can be made. This record will be kept confidential.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Hearing Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses at the discretion of the Expulsion Hearing Panel.

I. Expulsion Decision

The determination of the Expulsion Hearing Panel shall be in the form of written findings of fact. Expulsion Hearing Panel will make a determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable.

If the Expulsion Hearing Panel decides not to expel, the student shall immediately be returned to their previous educational program.

The Expulsion Hearing Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Expulsion Hearing Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The CEO may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct during the period of the suspension of the expulsion order. If the CEO revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Written Notice to Expel

The Principal or Administrative designee, following a decision of the Expulsion Hearing Panel to expel, shall send written notice of the decision to expel, including the Expulsion Hearing Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) 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 (c) information on how to appeal; (d) a rehabilitation plan and readmission process, and (e) information on alternative education placement provided through the Placement MOU with LAUSD.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a)The notification of charter school expulsions; (b) expulsion findings of fact; (c) parental notice of hearing; (d) expulsion notice; (e) pre-expulsion IEP if applicable;

K. Appeal

Students who are expelled may appeal the decision of the Expulsion Hearing Panel to the Charter School's Board of Directors, which will evaluate the process and make a determination as to whether the process was fair and impartial, and whether evidence supports the expulsion. The appeal is not a second hearing. Board members who served on the expulsion panel will not participate in consideration of the appeal The parent may appeal by providing a written request with the Lead Executive Officer no later than the fifth (5^{th}) business after the Principal or designee sends the written notice to expel. If no appeal is requested, the expulsion is final. Board meetings are noticed in compliance with the Brown Act, the parent/guardian will have statutory notice of the meeting (E.g. 24 hours for special and 72 hours for regular meetings), but Bright Star Schools may provide notice

as soon as it is scheduled. Pursuant to the Government Code, the parent/guardian may address the Board before it takes any action on the appeal consideration. Reasonable accommodations and language support will be provided.

L. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

M. Expelled Students/Alternative Education

Students 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. The Charter School shall work cooperatively with parents/guardians and the school district of residence to assist with locating alternative placements during expulsion. Charter School will continue to maintain the Placement MOU with LAUSD.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Hearing Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit or reinstate a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Expulsion Hearing Panel following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to or Expulsion Hearing Panel following the meeting regarding the Principal's or designee's determination. The Expulsion Hearing Panel shall then make a final decision regarding readmission or admission of the student. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

For special education students, all procedures and disciplinary actions shall comport with applicable state and federal law; e.g., conducting a manifestation determination prior to any expulsion recommendation.

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion, or 10 cumulative days of suspension in any one school year, or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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(c)(5)(K).)**

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

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

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

11.1: Employee Retirement Systems

All staff members in certificated positions of Charter School are eligible to participate in the California State Teachers' Retirement System ("STRS"). The Charter School shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for STRS or similar programs. All withholdings from employees and Charter School will be forwarded to the STRS fund as required. The Charter School shall continue participation in STRS for the duration of the Charter School's existence under the same CDS code, or as otherwise required by law.

Non-certificated, classified employees will participate in the federal Social Security system in accordance with applicable law.

The Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, STRS and/or federal social security.

The Charter School also has an optional 403(b) plan that both certificated and classified employees can participate in. Certificated employees do not receive any match from the employer for the 403(b) plan. Only classified full time employees receive a match up to 4% of their contributions.

In summary,

- Certificated employees who are eligible participate in CalSTRS retirement system.
- Classified employees participate in the federal Social Security System. Classified employees do not participate in CalPERS.
- Both Certificated and Classified employees can participate in the optional 403(b) retirement system. Only Classified employees get up to a 4% employer match.

The Vice President of Human Resources will ensure the appropriate arrangements for coverage have been made and will be sustained

Element 12 – Public School Attendance Alternatives

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

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

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

12.1: Public School Attendance Alternatives

As a public school of choice, no student is required to attend. Additionally, Charter School does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through informational meetings.

Parents and students will be informed of alternatives to their public school attendance and how to access the information. Parents and students may be notified through access to the Charter School finder website, a phone call from the enrollment team, or consultation with a school counselor.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

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

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

Los Angeles, California 90017

Valor Academy High School
% Principal
9356 Lemona Ave.
North Hills, CA 91343

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to

the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Valor Academy High School
% Principal
9356 Lemona Ave.
North Hills, CA 91343

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

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

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

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(c)(5)(O).)**

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

DESIGNATION OF RESPONSIBLE PERSON(S) AND FUNDING OF CLOSURE

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons

responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

NOTIFICATION OF CLOSURE ACTION

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

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

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District

procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

The Principal and their designees will serve as the Charter School's closure agents in the event the Charter School closes.

Additional Provisions

FACILITIES

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

DISTRICT-OWNED FACILITIES

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative

arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

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

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

INSURANCE

INSURANCE REQUIREMENTS

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

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

The following insurance policies are required:

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

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- 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 Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in

statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

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 rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-

sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and

adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department

of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the 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 school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The

District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School

shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year

b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a

student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or

coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

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

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

   Director/Principal
   [Charter School Name]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written

Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

   Director/Principal
   [Charter School]

[Charter School Address]

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

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

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

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

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

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which

may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's

Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies,

renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)