LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/13/2026
(BR: 103-25/26)
TERM: 2027-2032

VALOR ACADEMY ELEMENTARY SCHOOL

A BRIGHT STAR SCHOOL

PETITION FOR THE CHARTER RENEWAL OF VALOR ACADEMY ELEMENTARY SCHOOL 2027-2032

RESPECTFULLY SUBMITTED TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
THURSDAY, JULY 16, 2026

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Assurances, Affirmations, and Declarations

Valor Academy Elementary School (also referred to herein as "VAES," "Valor Elementary," "Valor" 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. .

1.1 General Information

General Information	
• The contact person for Charter School is:	Kaitlin Curry Allen, Principal
• The contact address for the Charter School is:	15526 Plummer Street, North Hills, CA 91343
• The contact phone number for Charter School is:	(818) 217-2733
• The current address of the Charter School is:	15526 Plummer Street, North Hills, CA 91343
• This location is in the LAUSD Board District:	6
• This location is in the LAUSD Board Region:	North
• The grade configuration of Charter School is:	TK - 4th
• The grade level(s) are	TK - 4th
• The total enrollment capacity will be:	468
• 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:	8:00 am – 3:05 pm
• The term for this charter shall be from:	July 1, 2027 – June 30, 2032

1.2: Self-Reflection for Charter School

Valor Academy Elementary School ("VAES") is a Bright Star School operated by Bright Star Schools ("Bright Star") serving students in Transitional Kindergarten through fourth grade in North Hills, California. As part of the Bright Star Schools network, VAES operates within a TK–12 educational pathway designed to provide students and families with a seamless, college-preparatory educational experience. Through Bright Star's cluster model, students may continue their educational journey at Valor Academy Middle School (grades 5–8) and Valor Academy High School (grades 9–12), creating a continuous pathway of academic, social-emotional, and leadership development within their community. VAES is located within the boundaries of the Los Angeles Unified School District ("LAUSD") and Board District 6.

Located in the heart of the San Fernando Valley, North Hills is a diverse and vibrant community that reflects the cultural richness of Los Angeles. Families in the area represent a wide range of linguistic, cultural, and socioeconomic backgrounds and contribute to a strong sense of community and belonging. Valor Academy Elementary is proud to serve this dynamic community by providing a rigorous, inclusive, and student-centered educational program that prepares students for success in school, college, career, and life.

At Valor Academy Elementary School, we recognize that our students thrive when they have meaningful opportunities to explore their interests, celebrate their identities, and connect with their community. From an early age, our students demonstrate enthusiasm for the arts, athletics, leadership, and cultural expression. In alignment with our commitment to developing the whole child, Valor provides a variety of opportunities for students to apply their learning beyond the classroom. Students participate in cultural celebrations and spirit weeks that honor the diverse backgrounds of our community, showcase their talents through performances and school-wide events, engage in student leadership opportunities such as Cub Council, and build teamwork and perseverance through athletics, clubs, and interschool activities across the Bright Star Schools network. These experiences foster confidence, belonging, and leadership while reinforcing our core values of responsibility, communication, and perseverance.

The Valor Academy Elementary School student population reflects the rich cultural, linguistic, and socioeconomic diversity of the North Hills and greater San Fernando Valley community. According to the CALPADS 2025-2026 Report 8.1: Student Profile – List (Certified Fall 1) approximately 22.6% of students are English Learners ("EL"), and 16.63% receive special education services. Additionally, the vast majority of Valor students, 89.83%, are identified as socioeconomically disadvantaged.

Through inclusive education practices, targeted support for Multilingual Learners ("MLL"), social-emotional development, and rigorous academic instruction, Valor ensures that every student is safe, engaged, and known. The Charter School's educational program embraces students of all abilities

and backgrounds, providing equitable access to grade-level learning, meaningful enrichment opportunities, and the individualized support necessary for students to thrive academically, socially, and emotionally.

Valor Academy Elementary School has cultivated strong and authentic partnerships with families built on trust, collaboration, and shared responsibility for student success. Families are active members of our school community and regularly engage in opportunities to support student learning and school culture, including volunteering at school events, serving as field trip chaperones, participating in family workshops and Coffee with Leadership meetings, joining our Parent Ambassador program, attending student performances and celebrations, and partnering with teachers during family-teacher conferences.

Valor Academy actively seeks family feedback through surveys, listening sessions, and ongoing communication to better understand and respond to the needs of our community. Data and family input indicate that many families face challenges related to economic stability, access to healthcare, mental health services, transportation, housing insecurity, employment, immigration-related concerns, and other family hardships. 89.83% of our families qualify for free or reduced price meals. As a Title I school serving a predominantly socioeconomically disadvantaged population, Valor is committed to addressing barriers that may impact student learning and well-being. In order to support our students and their diverse needs, Valor Academy Elementary offers a variety of engaging events to support a strong student culture. Events such as school spirit weeks, Back to School Night, Literacy Night, Career Day, Culture Fair, and end-of-year showcases all offer a variety of different programming to engage all families.

To support our student population, the majority of whom are socioeconomically disadvantaged, VAES offers all students free breakfast and lunch daily. Our community school strategy also includes partnering with many local organizations to provide free services; Partners like Colgate Mobile Van, Vision To Learn, and Comprehensive Community Health Center frequently visit VAES to provide free health services to students and their families. Partnerships with programs like Didi Hirsch and the Partnership to Uplift Communities (PUC) provide free mental health services on campus. Our after school program runs daily until the early evening, which is a lifeline for working families who need high-quality and free childcare.

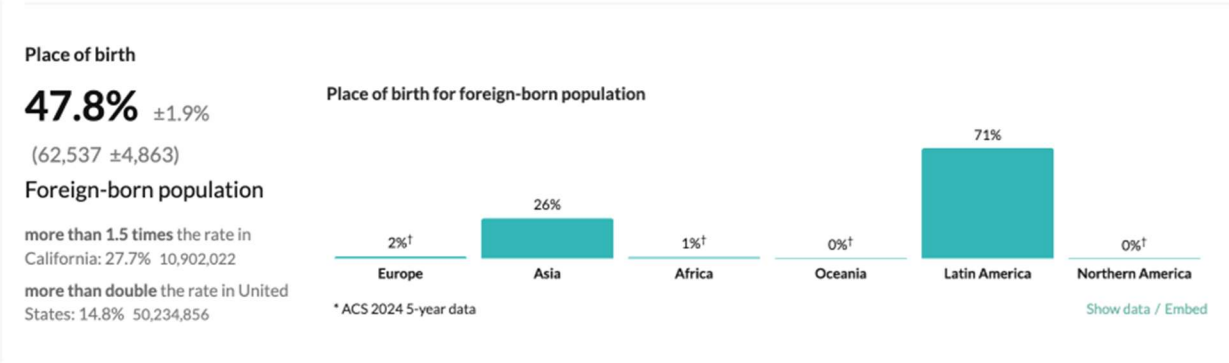
VAES also offers access to resources and information in the languages spoken by our families. Resources are always distributed in English and Spanish. Many staff members can translate one or both languages if needed. The Charter School also uses certified oral language interpreters for IEP meetings whenever necessary.

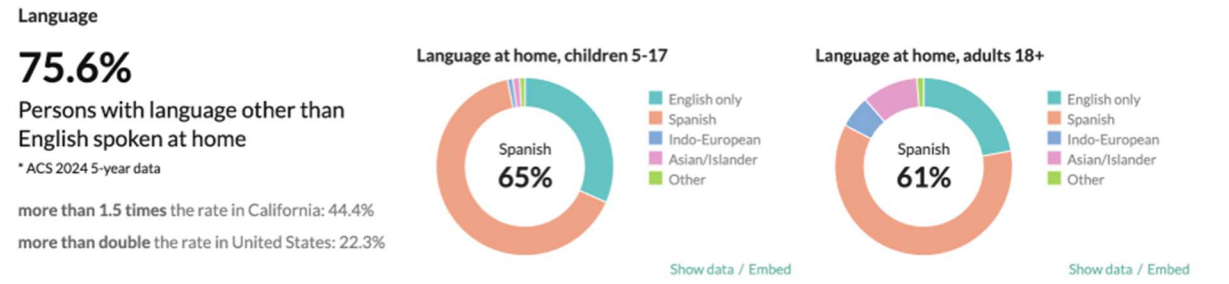
All Bright Star Schools will work to develop the socio-emotional skills to overcome the challenges they may face in their lives, on their path to accessing higher education and ultimately success in life. All Bright Star staff must embody the core values of our organization. The chart below shows the demographic breakdown of our students, which also reflects what we anticipate future classes to look like.

VAES Student Demographics *According to Dataquest Report, 2025-2026 Enrollment by Subgroup*[1]			
English Learners	26.55%	English Only	46.40%
Initial Fluent English Proficient	6.20%	Reclassified Fluent English Proficient	16.87%
Female	51.36%	Male	48.36%
Non-Binary	0.25%	Homeless	4.22%
Migrant	0.25%	African American	1.74%
American Indian or Alaska Native	0.50%	Asian	1.74%
Filipino	3.47%	Hispanic or Latino	89.08%
Pacific Islander	0.25%	Two or More Races	0.99%
While	2.23%	Socioeconomically Disadvantaged	89.83%
Students with Disabilities	16.63%		

Census data from 2024[2] demonstrate that VAES serves a community of immigrants who bring with them a wealth of language, culture, and experiences. For instance, 47.8% of residents in North Hills were born in another country, and 75.6% of its residents speak a language other than English at home.

1 https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330133694&agglevel=school&year=2025-26
2 U.S. Census Bureau (2024). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for 91343 <http://censusreporter.org/profiles/86000US91343-91343/>





With this richness of language and culture come many obstacles in navigating the socioeconomic and educational opportunities within our community. About 17.3% of residents live below the poverty line, and median incomes are also lower than that of the state. Furthermore, average homes sell for $758,000 in North Hills, highlighting a stark reality about our communities– families cannot afford homes without significant financial adversity, and many residents spend a very large portion of their incomes on rent and/or multi-family homes. According to our internal needs assessment survey data, many of our families have experienced rent increases and housing instability. Data from our Community Schools Needs and Assets Assessment (conducted 2024) revealed that 7.8% of families identified housing assistance and housing-related resources as an area of need, highlighting ongoing housing instability within our community.

Income

$29,464
Per capita income

about three-fifths of the amount in California: $49,934

about two-thirds of the amount in United States: $45,256

$66,245
Median household income

about two-thirds of the amount in California: $100,149

about 80 percent of the amount in United States: $81,604

Household income



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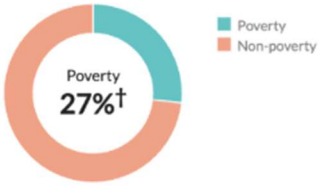
Poverty

17.3% ±3.2% (22,507 ±4,453)
Persons below poverty line

about 1.5 times the rate in California: 11.8%
4,567,967 (±0.2% / ±68,831)

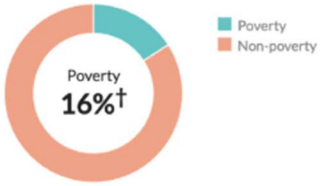
about 1.4 times the rate in United States: 12.2%
40,354,268 (±0.1% / ±248,561)

Children (Under 18)



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Seniors (65 and over)



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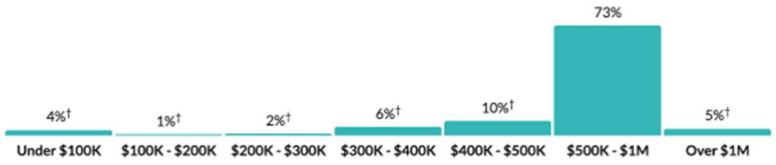
Value

$758,000
Median value of owner-occupied housing units

about the same as the amount in California: $759,500

more than double the amount in United States: $360,600

Value of owner-occupied housing units



* ACS 2024 5-year data

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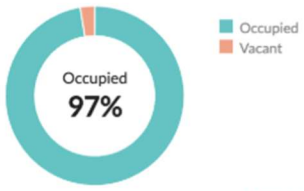
Units & Occupancy

41,838
Number of housing units

California: 14,877,017

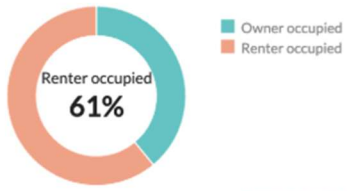
United States: 146,740,960

Occupied vs. Vacant



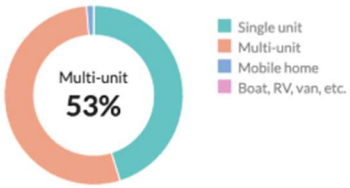
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Ownership of occupied units



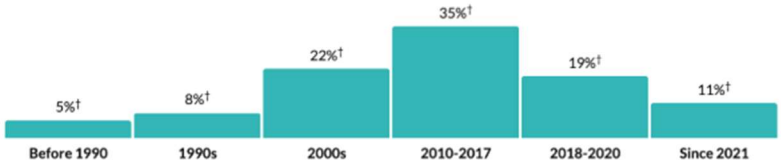
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Types of structure



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Year moved in, by percentage of population



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Studies continually indicate that students living in households at or below the poverty line are at greater risk of academic failure than their peers who live in households above the poverty line, as noted in Eric Jensen's Teaching with Poverty in Mind (2009). Elementary school is the foundation to building foundational academic, social, and emotional skills necessary to prepare students for success in college and in life. In turn, Bright Star Schools is committed to increasing access to resources and opportunities for students. To achieve this goal, VAES will provide a rigorous academic program, tools for good decision-making, and a culture of accountability, perseverance, and integrity. The whole-child approach at VAES is designed to address the following:

1. To create a small school community with a focus on college preparation and social emotional learning to address the unique challenges in the local community.
2. To create the option for a successful and contiguous TK–12 programmatic option for students and families in this community.
3. To fully educate the whole child, students and communities need not only high-quality instruction but also caring adults who can foster their socioemotional well-being, enabling them to become positive contributors and stewards of their community.

By the time Bright Star Schools students enter 12th grade, they will be prepared to enter higher education confidently and competitively, with a strong familiarity with the college application, acceptance, and matriculation processes. We will also support the foundational skill-building of our students with outreach and education to families so that the support of students extends to the home environment.

At VAES the educational program focuses on strong literacy, numeracy, and critical thinking skills, as well as a social-emotional program that fosters emotional intelligence, social problem-solving skills, and the development of confidence, empathy, and leadership. Bright Star Schools is one of the few charter networks that has a TK–12 pathway in each cluster (or regional area), as well as an Alumni Support Program, which provides six years of college and career guidance after the student graduates from one of our Bright Star high schools. Therefore, we are able to support our students through the crucial first years of their adulthood and can support their college persistence and/or matriculation into careers in which they can thrive. We build long-standing relationships with students and their families, and we build our community with trust, collaboration, and consistency.

In addition, VAES has implemented various initiatives that not only support our students but their families, addressing the diverse needs of our community. We recognize that regardless of their background, all families seek safety and security, affordable housing, nutritious food, effective health care, and reliable transportation. We are proud recipients of the California Community Schools Partnership Program ("CCSPP") Implementation Grant (2025–2030), and we are excited to work alongside the families and the communities in which they live, as this partnership plays a crucial role in achieving our Charter School's mission and vision. With the combined efforts of all educational partners, we will create transformative change and uplift our communities.

1.2a: Academic Performance and Other Performance Indicators

Valor Academy Elementary School is very proud of our success during this charter term. Dedicated to an academically rigorous and supportive educational program for all students, explicit instruction in social-emotional learning, and a continuum of restorative practices, VAES has successfully served our community throughout the five years of our current charter term. As a California Community School, we look forward to continuing to serve our students, families, and neighborhood for the coming five years.

As measured by the California School Dashboard, VAES has demonstrably achieved measurable increases in academic achievement, and our schoolwide and subgroup data indicates a program which is strengthening each year. Using the legal definition of the CDE performance category data, VAES has been identified as a middle performing school and is thus eligible for a five-year renewal term.

Valor Academy Elementary School Summary of Ratings, 2021-2026

LAUSD Oversight Summary of Ratings (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory				
Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2021-22	4: Accomplished	*No Rating*	4: Accomplished	3: Proficient
2022-23	4: Accomplished	2: Developing	4: Accomplished	2: Developing
2023-24	3: Proficient	3: Proficient	4: Accomplished	2: Developing
2024-25	4: Accomplished	3: Proficient	4: Accomplished	3: Proficient
2025-26	3: Proficient	3: Proficient	4: Accomplished	2: Developing

VAES has shown improvement in our Annual Performance-Based Oversight Visit ("APBOV") Report from the Charter School Division of Los Angeles Unified School District. During the previous charter term, 2021-2026, VAES has also shown consistent strength in three categories, including Governance, Student Achievement and Educational Performance, and Organizational Management, Programs, and Operations. We are also continuing to strengthen our Fiscal Operations policies and procedures under the guidance of LAUSD.

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section

According to Education Code Sections 47607, 47607.2, 47607.2(b) and Assembly Bill 1505, Valor Academy Elementary School has met the legal criteria for a five-year renewal. The California Department of Education has also designated VAES as a middle-performing school, and as such, we present the following evidence, demonstrating that we have shown measurable increases in academic achievement, as measured by California School Dashboard ("Dashboard") Data over the course of its charter term. The following sections will contain data and evidence to support our petition for renewal.

Summary of Academic Performance, 2022–2025

State and Local District Comparison (All Students) 2022, 2023, 2024, 2025 Distance from Standard and English Learner Progress			
	Mathematics	**English Language Arts**	**English Learner Progress**
2022 Dashboard			
VAES	-48	-46.6	34.5%
LAUSD	-71.5	-30.8	51.4%
California	-51.7	-12.2	50.3%
2023 Dashboard			
VAES	-32.1	-31.2	39.2%
LAUSD	-67.3	-32.4	48.4%
California	-49.1	-13.6	48.7%
2024 Dashboard			
VAES	-29.2	-33.2	35.3%
LAUSD	-60.4	-28.2	47.5%
California	-47.6	-13.2	45.7%
2025 Dashboard			
VAES	-25	-34.3	58.3%
LAUSD	-48.9	-17.8	51.5%
California	-42.4	-8.1	46.4%

Strengths in Academic Achievement, 2022–2025

VAES has **outperformed most local neighborhood schools**, as measured by the Dashboard data, thus indicating positive community impact in the North Hills area of the San Fernando Valley.

VAES has **improved its Mathematics performance steadily over the course of its charter term**. In addition, it has outperformed **California, LAUSD, and most local neighborhood schools in Mathematics** over the past four years, schoolwide. **All significant subgroups at VAES have outperformed their cohorts at local neighborhood schools, LAUSD, and California in Mathematics.** Specifically, Students with Disabilities ("SWD"), English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students at VAES consistently outperform most local neighborhood schools, LAUSD, and California for the past four years.

While VAES's overall ELA performance is an area of growth, which will be discussed in section 1.2d, the performance of significant subgroups is a highlight. **In 2023-2024 and 2024-2025, all of VAES's significant subgroups reached a Dashboard performance indicator that exceeded that of California. The performance of VAES Students with Disabilities has shown consistent improvement in English Language Arts.** Over the past three years, students with disabilities are demonstrating stronger proficiency in literacy, increasing by 37 points from 2023 to 2025.

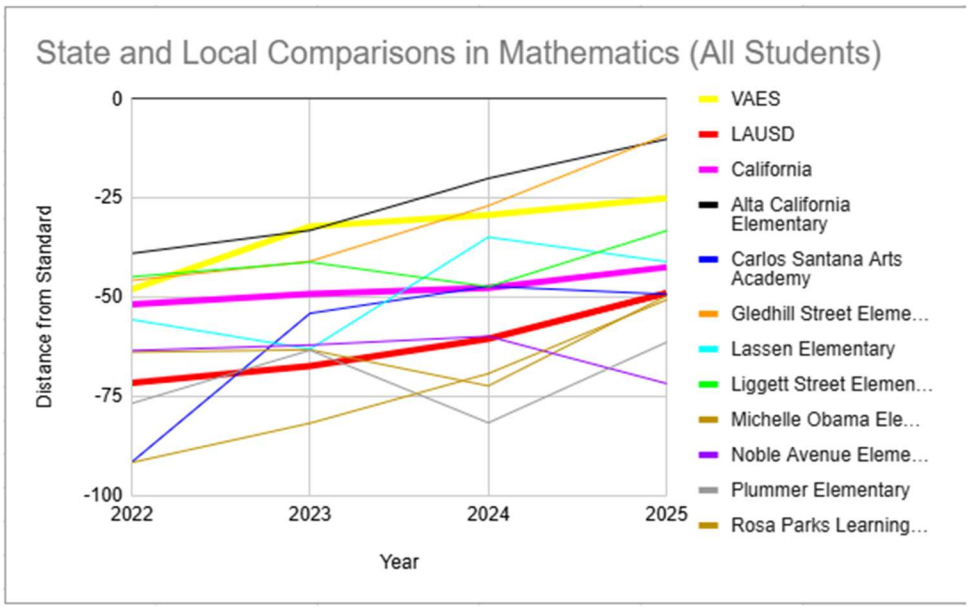
In addition, internal progress in the Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") demonstrates that **VAES's focus on early foundational literacy, particularly on phonics, is yielding positive results.** More students are reaching grade level each year on both of these assessments.

In ELA, **our English Learners and Students with Disabilities have shown greater proficiency in ELA than those subgroups in LAUSD and at local neighborhood schools**, highlighting the strength of our focus on foundational literacy skills and small-group instructional blocks.

VAES's ELPI metric improved significantly in 2024-2025, achieving a Blue rating (58.3%) and outperforming California, which achieved a Yellow rating (46.4%). In addition, VAES had a higher ELPI in 2024-2025 than LAUSD and most local neighborhood schools.

Strengths in Mathematics

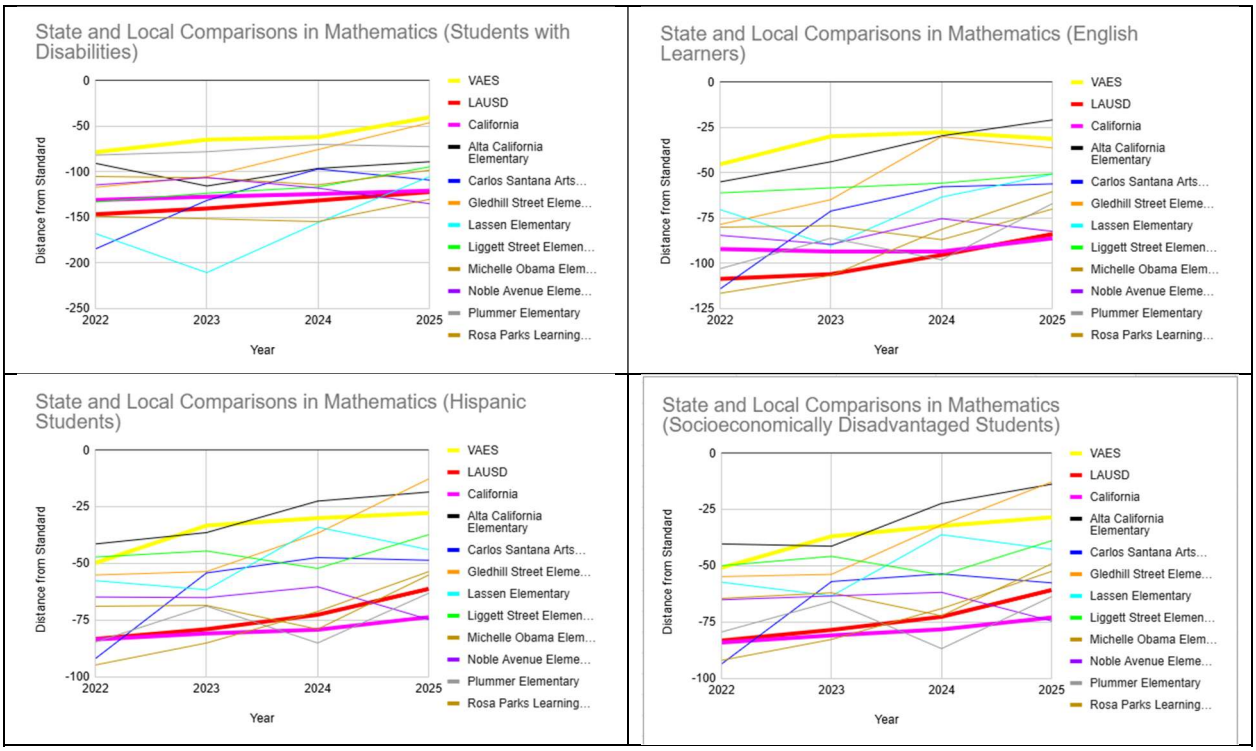
VAES has demonstrated steady improvement in Mathematics performance, as measured by the Dashboard, and our students have consistently achieved at relatively high levels in comparison to the state of California, LAUSD, and most local neighborhood schools in the North Hills community. In a comparison between several local public schools within three miles of Valor Academy Elementary and with whom we have shared students, VAES students excel relative to peers at other schools in Mathematics.



While two neighborhood schools have shown greater achievement in Mathematics than VAES, VAES outperformed six others within the data set, LAUSD, and California. For example, in 2025, VAES students achieved a DFS of -25, whereas LAUSD received -48.9 and California -42.4. VAES has consistently shown greater mathematics proficiency than Carlos Santana Arts Academy, Lassen Elementary, Liggett Street Elementary, Michelle Obama Elementary, Noble Avenue Elementary, Plummer Elementary, and Rosa Parks Learning Center. VAES thus has a strong and competitive mathematics program, providing families with a viable alternative within North Hills. However, more importantly, VAES's significant subgroups have also shown year-to-year improvement and achievement relative to the comparative districts.

Dashboard Data in Mathematics: Overview and Comparison to California and LAUSD (Students with Disabilities, English Learners, Hispanic Students, and Socioeconomically Disabled Students)

In addition, we are very proud of our significant subgroups. VAES Students with Disabilities, English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students ("SED") also have outperformed the achievement of most local neighborhood schools, LAUSD, and California in Mathematics. Most significantly, our Students with Disabilities is a particular bright spot.



Our Students with Disabilities outperformed all local neighborhood schools in our comparison data set, LAUSD, and the state of California in Mathematics for the past four years (2022, 2023, 2024, and 2025). In 2025, Students with Disabilities at VAES exceeded the mathematics achievement of all compared groups. For example, in 2025, the SWD subgroup had a Distance from Standard of -40.2, which was much stronger than that of California (-120.7), LAUSD (-122).

English Learners, Hispanic students, and Socioeconomically Disadvantaged also have shown strong achievement. All three subgroups demonstrated stronger achievement in Mathematics than those subgroups in LAUSD, California, and most local neighborhood schools, including Carlos Santana Arts Academy, Lassen Elementary, Liggett Street Elementary, Michelle Obama Elementary, Noble Avenue Elementary, Plummer Elementary, and Rose Parks Learning Center.

<u>What has contributed to our growth in Mathematics?</u>

We attribute the success of our current Dashboard data to many factors. The implementation of our mathematics curriculum, Bridges in Mathematics has been very successful. This curriculum is designed to support a deep understanding of mathematical concepts, with direct instruction, structured investigation, and open exploration to engage students in meaningful math learning. Several key features of our mathematics programming include conceptual understanding, visual models, problem-solving, differentiation, engagement, and a strong emphasis on building strong foundational skills through daily routines. In each of these modalities, teachers and administrators are able to assess performance through assessment tools (formative and summative), student work

samples, digital assessment reports, progress monitoring with targeted support, data-informed grouping, and collaborative review with fellow teachers. By combining these various data sources, a teacher can gain a comprehensive view of student progress and make informed decisions about instruction and interventions. In addition, the use of visual aids, manipulatives, and a focus on underlying mathematical concepts has supported the achievement of our students with disabilities and Multilingual Learners, which is seen in the strength of our data.

In addition, Bright Star Schools shifted its instructional support model so that elementary school teachers receive direct support from the Director of Mathematics, who provides curriculum support, co-construction of pacing plans and unit plans, coordination with the curriculum company, professional development in mathematics, and helps directly, from bringing materials to the classrooms to co-teaching alongside classroom teachers. The Director of Mathematics also partners with a variety of stakeholders to continue evaluating the efficacy of our mathematics programming and enhancing practices.

Strengths in English/Language Arts

While English Language Arts has been a relative area of growth for VAES, there are several highlights in our data that demonstrate a strengthening program for our learners. Over the course of the past four years, significant subgroups at VAES have sometimes outperformed the State.

In addition, VAES met Part 1 of its Benchmark[3] in 2023-2024 and 2024-2025: *The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California State Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

State and Local District Comparison (Students with Disabilities) 2022, 2023, 2024, 2025 Distance from Standard (English Language Arts)				
	2022	**2023**	**2024**	**2025**
VAES	**-97.1** *No Performance Level*	**-98.7** No Performance Level	**-74.3** No Performance Color	**-61.7** No Performance Color

3 Benchmarks are established and issued by Los Angeles Unified School District based on a charter school's performance and oversight record during the term of the charter. They can be issued for a variety of reasons, including academic overall and subgroup performance, and are set in place in order to ensure continued academic improvement by the charter school.

		Maintained -1.7	**Increased** 24.4 Points	**Increased** 12.6 Points
California	**-97.3** *Very Low*	**-96.3** Red **Maintained** 1.8 Points	**-95.6** Red **Maintained** 0.7 Points	**-89.4** Orange **Increased** 6.2 Points

While Students with Disabilities do not earn performance level colors, they have shown increasing literacy proficiency over the past three years.

State and Local District Comparison (English Learners) 2022, 2023, 2024, 2025 Distance from Standard (English Language Arts)				
	2022	**2023**	**2024**	**2025**
VAES	**-56.8** Low	**-40.6** Yellow **Increased** 16.2 Points	**-41.4** Orange **Maintained** -0.8 Points	**-46.5** Orange **Declined** 5 Points
California	**-61.2** Low	**-67.7** Orange **Declined** 6.5 Points	**-67.6** Orange **Maintained** 0.2 Points	**-59.9** Yellow **Increased** 7.6 Points

State and Local District Comparison (Hispanic Students) 2022, 2023, 2024, 2025 Distance from Standard (English Language Arts)				
	2022	**2023**	**2024**	**2025**
VAES	**-48.2** Low	**-33.2** Yellow **Increased** 15 Points	**-35.9** Orange **Maintained** -2.7 Points	**-37.1** Orange **Maintained** -1.2 Points
California	**-38.6** Low	**-40.2** Orange	**-39.3** Orange	**-33.7** Yellow

		Maintained -1.7 Points	**Maintained** 0.9 Points	**Increased** 5.7 Points

State and Local District Comparison (Socioeconomically Disadvantaged Students) 2022, 2023, 2024, 2025 Distance from Standard (English Language Arts)				
	2022	**2023**	**2024**	**2025**
VAES	**-48.8** Low	**-36.6** Yellow **Increased** 12.2 Points	**-38.6** Orange **Maintained** -2 Points	**-40.2** Orange **Maintained** -1.6 Points
California	**-41.4** Low	**-42.6** Orange **Maintained** -1.2 Points	**-40.9** Orange **Maintained** 1.8 Points	**-35.5** Yellow **Increased** 5.5 Points

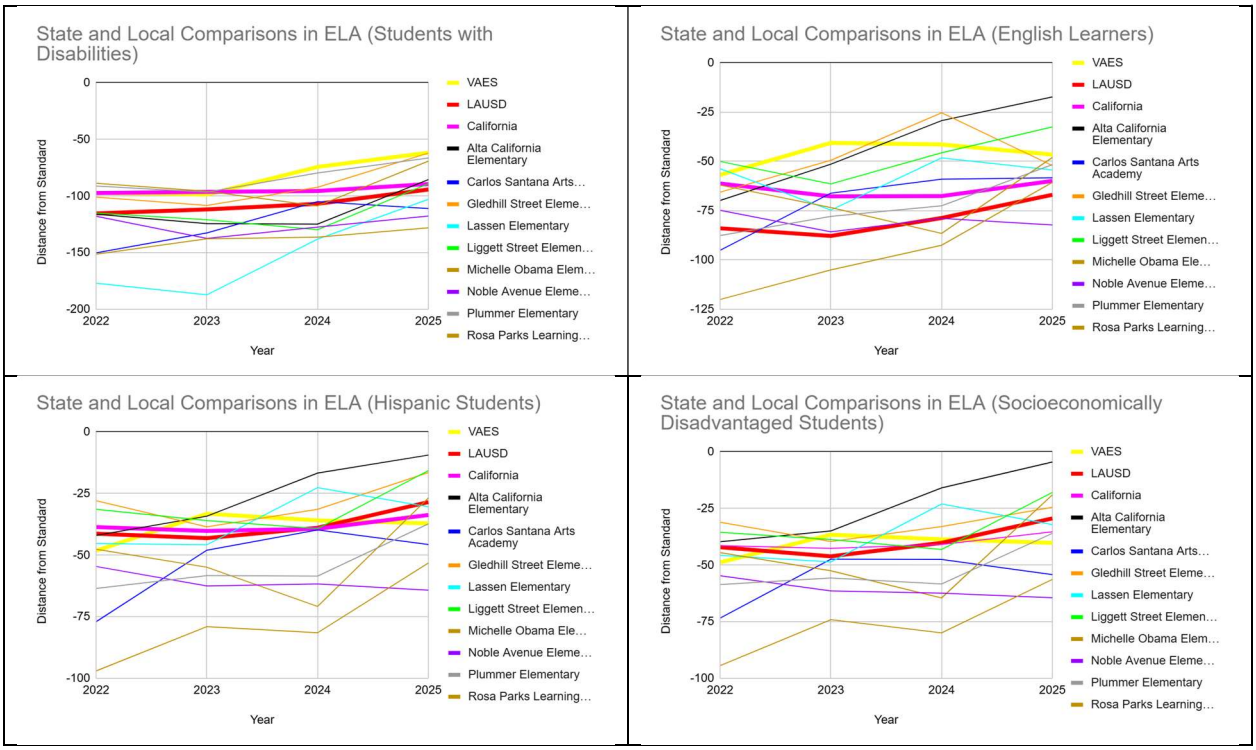
While LAUSD was unable to provide a benchmark status report in 2022–2023 due to Assembly Bill 130, VAES met its first benchmark in 2023–2024 and 2024–2025 and the second benchmark[4] in 2025-26. The following excerpts are from the LAUSD APBOV reports each year:

- 2023-2024: "2023-2024 Status – **Met** – Review of the California School Dashboard's ELA Indicator indicates that 3 out of 3 numerically significant student groups have a Change Level of Increased or Increased Significantly and have Status levels that are higher than the state levels."
- 2024-2025: "2024-2025 Status – **Met** – Although the 2024 California School Dashboard Student Groups ELA Indicator Change Levels for all numerically significant subgroups were "Maintained," all subgroups did meet the goal of achieving a Status level that is the same or higher than the applicable state levels at this time."
- 2025-2026: "2025-2026 Status - **Met**. The 2025 California School Dashboard ELPI Progress Level of 58.3% is Higher when compared to the state Progress Level of 46.4%."

Dashboard Data in ELA: Overview and Comparison to California and LAUSD (Students with Disabilities, English Learners, Hispanic Students, and Socioeconomically Disabled Students)

4 VAES's second benchmark reads as following: "The school will achieve a Progress Level that is the same or higher than the applicable state levels on the California School Dashboard's English Learner Progress Indicator (ELPI). Th school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district."

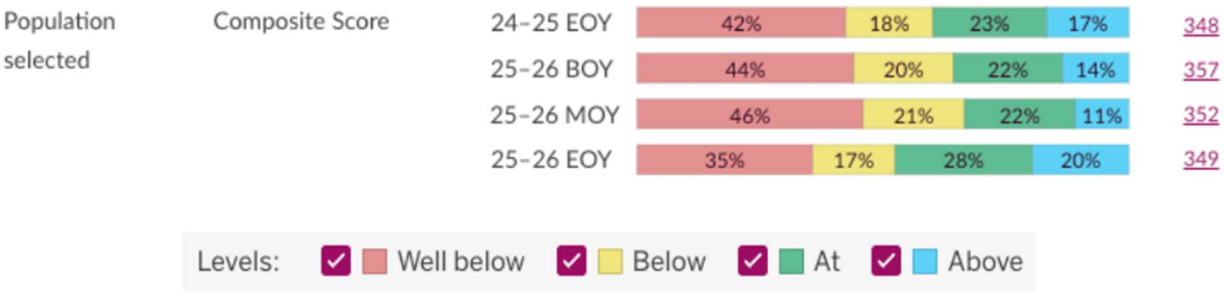
Not only have VAES Students with Disabilities outperformed California's Students with Disabilities, but they have also shown higher achievement in ELA than LAUSD and local neighborhood schools in this comparison data set. In addition, our English Learners have also consistently outperformed California, LAUSD, and local schools.



Internal Literacy Data: DIBELS Assessment Results

In addition, VAES students are growing in their foundational literacy skills, as measured by DIBELS and i-Ready. VAES began implementing the DIBELS early literacy assessment in 2024-2025, and over the course of the past two years, we have seen strong growth in proficiency.

VAES DIBELS Data: All Students, K-4



At the end of the 2024-2025 school year, 40% of our students were At or Above grade level across K-4. In the spring of 2025-2026, 48% of students were At or Above grade level, demonstrating 8% growth in one year. In addition, VAES decreased the number of students in the Well below level from 42% to 35%, decreasing that number by 7%.

What has contributed to our growth in ELA?

We attribute our growth in SWD and EL subgroup performance, as well as our improvement in phonics (DIBELS) in ELA, to the addition of two curricula that are focused on foundational skills. Our lower elementary students (TK, K, and 1st grade) use the Heggerty Phonemic Awareness curriculum as a supplement to strengthen student phonological and phonemic awareness, skills essential for developing phonics and reading fluency. Benchmark Phonics works alongside Heggerty Phonemic Awareness to provide students with a "science of reading" approach to literacy development, ensuring that students whose first language is not English and students with learning disabilities receive research-backed, structured instruction in phonics. Furthermore, in 2024-2025, we adopted Benchmark Phonics to provide more explicit phonics instruction to K-4th grade. This strategic decision was made to address the need for a curriculum that supports our needs for both whole instruction and differentiation. This approach allows teachers to meet with all students throughout the week in small groups, providing targeted and differentiated instruction to support students in their area of need. Strengthening our phonics instruction and deepening training for teachers will also support the number of Multilingual Learners, students with disabilities, and migrant students at VAES. Ensuring that students, no matter their grade-level, receive personalized phonics instruction is a reflection in our belief in Multi-Tiered System of Supports ("MTSS") and commitment to equity.

While we are proud of the shifts that we have made to support learners, we understand that we have more work to do with literacy. We will discuss our areas of challenge in section 1.2d.

Strengths in English Learner Progress

VAES's ELPI metric improved significantly in 2024-2025. Part 2 of the VAES Benchmark reads as follows: *The school will achieve a Progress Level that is the same or higher than the applicable state levels on the California Dashboard's English Learner Progress Indicator (ELPI). The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.* While VAES did not meet the Benchmark in previous years, this strong improvement results in "Met" for 2025.

State and Local District Comparison 2022, 2023, 2024, 2025 English Learner Progress				
	2022	**2023**	**2024**	**2025**
VAES	34.5% **Very Low**	39.2% **Yellow**	35.3% **Orange**	58.3% **Blue**
California	50.3% **Medium**	48.7% **Yellow**	45.7% **Orange**	46.4% **Yellow**

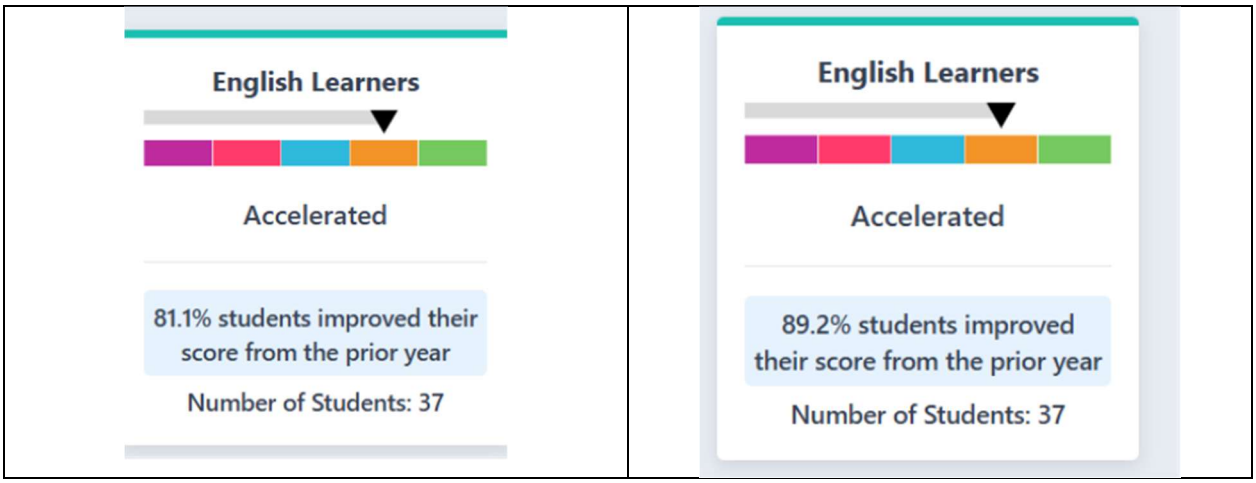
In 2025, VAES achieved a higher English Learner Progress than most local neighborhood schools and LAUSD as a whole.

Local District Comparison 2024-2025 English Learner Progress		
School	**Year**	**% Making Progress**
Noble Avenue Elementary	2024-2025	62.3%
Valor Elementary School	**2024-2025**	**58.3%**
Liggett Street Elementary	2024-2025	57.8%
Alta California Elementary	2024-2025	54.5%
Michelle Obama Elementary	2024-2025	53.5%
Rosa Parks Learning Center	2024-2025	53%
Plummer Elementary	2024-2025	52.9%
LAUSD	2024-2025	51.5%
Gledhill Street Elementary	2024-2025	49%
Lassen Elementary	2024-2025	44.6%
Carlos Santana Arts Academy	2024-2025	42.7%

In addition, we want to highlight a few additional areas of strength from our MLL program:

- According to the Dashboard growth data, English learners are making **Accelerated** growth in both ELA and Math.

English/Language Arts (2025)	Mathematics (2025)



What has contributed to our growth in ELPI?

We attribute the success of our ELPI ratings in 2024-2025 to our focused and intentional work with our Designated ELD block. With the support of our instructional administration and Multilingual Learner Director, our teachers created a data-informed scope and sequence for Designated ELD and facilitated small-groups that addressed the California Standards for English Language Development.

Designated ELD is provided to students four times a week for 30-45 minutes, based on their individual language acquisition levels, as determined by English Language Proficiency Assessments for California ("ELPAC") results. Our Designated ELD curricula, Educeri's Launch to Literacy and Link to Literacy, provide turnkey resources for teachers, including premade slide decks, workbooks, decodables, assessments, and learning games. These resources ensure that teachers spend the majority of their time focusing on providing high-quality instruction to students and differentiating based on student individual needs. Link to Literacy works hand-in-hand with Heggerty Phonemic Awareness and Benchmark Phonics to provide systematic phonics instruction, and Link to Literacy builds on prior learning and challenges students to become more proficient readers and writers in intermediate English.

The ELD lessons, in combination with both Heggerty Phonemic Awareness and Benchmark Phonics, provided foundational literacy support for our English learners. In addition, we provided a variety of professional learning opportunities for our staff that included cooperative learning strategies (e.g., Kagan Cooperative Learning), Specifically Designated Academic Instruction in English (SDAIE) strategies, and the ELPAC. which provided opportunities for our English learners to practice speaking and listening standards with their peers.

While we are confident in the successes of our Multilingual Learners, we want to continue to improve our support for English learners, and this topic will be discussed in further detail in our areas of challenge in section 1.2d.

1.2b-c: Success of the Key Features of the Educational Program and Success of Program in Meeting Specific Needs of the Student Population

Valor Academy Elementary School has several innovated features incorporated throughout our programing, but there are three distinct programs that differentiate our approach from other local schools and charter networks in order to provide rigorous instruction, reach the whole child, and achieve excellence. The following features are incorporated at all Bright Star Schools (BSS) elementary schools and have already demonstrated an impact on the educational program of Valor Academy Elementary School. Each of these features have been integrated to respond specifically to the needs of our community, including high levels of support for English learners, immigrants, and students who are socioeconomically disadvantaged.

Bright Star Schools have several innovative features incorporated throughout our programming, but there are three distinct programs that differentiate our approach from other local schools and charter networks in order to reach the whole child and achieve excellence.

The following innovative features are incorporated at all Bright Star Schools elementary schools and have already demonstrated an impact on the educational program of Valor Academy Elementary School.

Please see below for the outcomes and data aligned to VAES's key performance features, as well as further described in Element 1.7:

1. Multi-Tiered System of Supports
2. Supporting the Whole Child
3. Restorative Practices

Key Feature #1 and Its Success: Multi-Tiered Systems of Supports

Tier 1: Universal Support

The 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. In order to achieve this mission, Bright Star Schools implements the California Multi-Tiered System of Supports ("CA MTSS") Framework, which is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In this section, we will discuss the outcomes and successes of our academic MTSS systems, including rigorous grade-level content, differentiated support through Universal Design for Learning ("UDL"), integrated and designated English Language Development, Student Support and Progress Team ("SSPT") systems, and our outcomes for Multilingual Learners and students with disabilities. While our social-emotional learning, behavioral and mental health, and attendance interventions are assumed under the umbrella of MTSS, they will be discussed in further detail under "Key Feature #2: Supporting the Whole Child" and "Key Feature #3: Restorative Practices and PBIS." This section will focus primarily on academic MTSS support.

MTSS Universal Supports: Tier 1

Academic Support

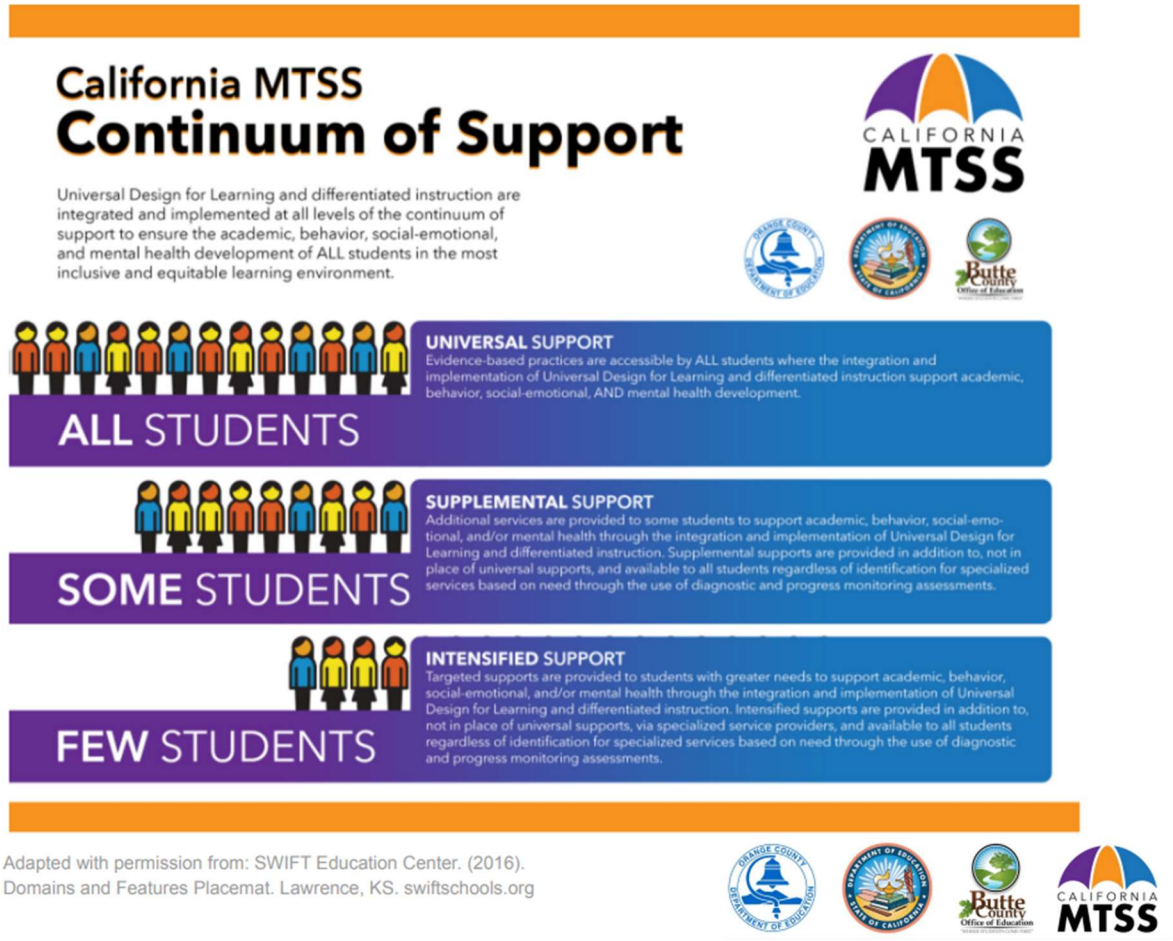
Growth is a core value at Bright Star Schools (see section 1.4 for our mission, vision, and core values), and a core element of Valor Academy Elementary School is creating strong universal (or Tier 1) instruction for students in all domains, including academic, social-emotional, and behavior support strategies. VAES uses a variety of Tier 1 strategies for academic rigor and effective engagement, including Universal Design for Learning, clearly taught and modeled routines, evidence-based core curriculum used with fidelity, and intentionally developed teacher-to- student relationships. In addition, personalized learning is a Tier 1 strategy at VAES, as it is universally provided to all students in the form of i-Ready MyPath, small-group instruction, and the Daily Five, a literacy framework designed to build student stamina in reading and writing.

Before teachers can effectively provide personalized instruction, students must engage in standards-aligned assessment. VAES uses a variety of assessments, but foundational to our program are i-Ready Diagnostic assessments (Reading and Mathematics), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Smarter Balanced Interim Assessments, and assessments from our core curriculum. Teachers backwards plan, using UDL, and then spend time in their grade span professional learning communities (PLCs) analyzing their data and planning for spiraled whole-group review and small-group instruction. Small-group instruction (SGI) occurs in grades TK-4 each day, and teachers meet with one to three small groups each day.

During SGI, our teachers implement a variety of intervention curricula, including resources from i-Ready, DIBELs, and our adopted curricula. Teachers focus on foundational and high-leverage standards and skills, and they monitor student progress to assess the efficacy of their intervention and to ensure students are mastering foundational skills. During this block, students who are not working directly with the teacher work on their i-Ready MyPath lessons, which provides tailored mathematics and reading instruction based on students' most recent Diagnostic results.

Tier 2: Targeted Support

The goal of a high-functioning MTSS system is for most students to respond positively to universal academic, social-emotional, behavioral, and mental health supports. However, some students need targeted support, which is layered within our MTSS system. California MTSS is built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times. Supplemental supports are provided in addition to, not in place of, universal supports and are available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments. The following graphic shows the way in which universal, supplemental, and intensified supports help all learners:



At VAES, teachers engage in data analysis in grade span professional learning communities or PLCs each week, reflecting on assessment data and analyzing core instruction strengths and areas for development. Teachers assess the efficacy of their Tier 1 SGI intervention, continuously refining instructional foci and strategies. However, during Coordination of Services Team

("COST") meetings, grade level teachers, counselors, and administrators identify students that would benefit from supplemental support through after-school tutoring.

In 2025-2026, VAES partnered with Dynasty's United Youth Association (DUYA) to provide targeted, high-dosage tutoring to students in need of Tier 2 support, primarily in literacy. The COST team identified which students were not responding to Tier 1 SGI intervention and recommended the students to DUYA, who delivered tutoring in literacy twice a week for 90 minutes each day. DUYA provided three certified tutors who supported 6-8 students twice a week. VAES teachers identified the highest-impact standard, and DUYA tutors provided a pre-assessment, focused instruction, and a post-assessment each tutoring cycle, using i-Ready Standards Mastery Assessments.

Support for Multilingual Learners and English Learner Growth and Proficiency

As discussed in Section 1.2a, Academic Performance and Other Performance Indicators, our Designated ELD program and support for MLLs has strengthened over the past year, particularly as we have strengthened our MTSS program and small group intervention and upgraded our curriculum to be centered around structured, foundational literacy skills. According to the California School Dashboard, in 2024-2025, our ELPI (58.3%) was higher than California (46.4%) and LAUSD (51.5%).

In addition, our English Learner subgroup has outperformed the state of California in both Mathematics and ELA, according to the Dashboard.

State and Local District Comparison (English Learners) 2022, 2023, 2024, 2025 Distance from Standard (Mathematics)				
	2022	**2023**	**2024**	**2025**
VAES	**-45.3** Low	**-29.9** Yellow	**-27.7** Orange	**-31.2** Orange
California	**-92** Low	**-93.4** Orange	**-93.4** Orange	**-86.1** Yellow

In Mathematics, English Learners at VAES performed on average 57.7 points higher than English Learners at the state level.

State and Local District Comparison (English Learners) 2022, 2023, 2024, 2025 Distance from Standard (English Language Arts)

	2022	2023	2024	2025
VAES	**-56.8** Low	**-40.6** Yellow	**-41.4** Orange	**-46.5** Orange
California	**-61.2** Low	**-67.7** Orange	**-67.6** Orange	**-59.9** Yellow

In ELA, our ELs scored an average of 17.8 points higher than ELs at the state level. We are excited to continue our Tier 2 work with Multilingual learners during our next charter term.

Tier 3: Intensified Support

The California MTSS Framework understands that while Tier 1 and Tier 2 interventions will work for most students, a few students will need intensive support provided in addition to universal and supplemental support. These intensified supportsw2 can exist within general education programming, such as Student Success and Progress Team, individualized instruction, or targeted remediation with our Literacy Specialist, or within our special education programming, which Bright Star Schools refers to as Inclusive Education ("IE").

Identification for students who would benefit from intensified supports occurs during COST meetings, and the teachers, counselors, and administrators reflect on academic progress of students who have been identified as needing Tier 2, or supplemental supports. Where there has been little academic progress and no extenuating circumstances, such as absenteeism, the team may recommend moving the student into Tier 3, whereby they will receive intensified school services, such as targeted remediation with our Interventionist or a transition to the SSPT. Our SSPT team meets separately from the COST team and brings the student and their family into the process to identify high-leverage goals, targeted interventions, and robust progress monitoring in order to facilitate progress. The team meets in six week cycles, during which time they assess the effectiveness of the intervention plan. The team adjusts the intervention plan as needed and continues to monitor student progress.

Occasionally, students who do not respond to their SSPT plan or other intensified interventions may be referred to a special education assessment, though stalled academic progress in an SSPT does not automatically guarantee special education assessment.

Inclusive Education

Bright Star Schools has named its special education department "Inclusive Education," reflecting a broader commitment to diversity and inclusion within the entire school community, though we do ensure that all students receive their Least Restrictive Environment ("LRE"). 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. We 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.

To ensure that this vision lives out in practice and that teachers feel successful in their ability to foster inclusive learning environments, VAES provides support to staff through individualized and whole-school professional development opportunities, including training on accommodations, Present Levels of Academic and Functional Performance (PLOPs), Child Find, and inclusive classroom environments. In addition to developing staff's capacity to support a range of learning needs within their classroom, our Inclusive Education staff is highly trained in their ability to target individualized needs of our students with disabilities. We meet these varied needs through instructional programming models, which include co-teaching between general education and inclusive education providers, full inclusion with push-in only, a combination of push-in and pull-out services, or coordination with outside providers. We have received support from LAUSD, including participating in the 2024–2025 MTSS Cohort offered through the Special Education Leader Fellowship and Charter Operated Programs ("COP"). We have also had members of COP observe our campus and highest need students to provide feedback on our programming.

Our Inclusive Education program has shown very strong results, and our Students with Disabilities subgroup has excelled in comparison to the SWD subgroup at the state level.

State and Local District Comparison (Students with Disabilities) 2022, 2023, 2024, 2025 Distance from Standard (Mathematics)				
	2022	**2023**	**2024**	**2025**
VAES	**-78.5** *No Performance Level*[5]	**-64.7** *No Performance Level*	**-61.8** *No Performance Color*	**-40.2** *No Performance Color*
California	**-130.8** Very Low	**-127.3** Orange	**-124.3** Red	**-120.7** Orange

VAES Students with Disabilities showed exceptional strength against SWD at the state level; on average, they outperformed California by 64.5 points in Mathematics.

State and Local District Comparison (Students with Disabilities) 2022, 2023, 2024, 2025

[5] The subgroup SWD did not have a performance color from 2022-2025 because it has not been a numerically significant student group.

Distance from Standard (English Language Arts)				
	2022	**2023**	**2024**	**2025**
VAES	**-97.1** *No Performance Level*	**-98.7** *No Performance Level*	**-74.3** *No Performance Level*	**-61.7** *No Performance Color*
California	**-97.3** Very Low	**-96.3** Red	**-95.6** Red	**-89.4** Orange

In English Language Arts, our SWD subgroup also outperformed California each year, averaging 11.7 points closer to standard over the charter term.

Key Feature #2 and Its Success: Supporting the Whole Child

This section will discuss VAES's outcomes and success in social-emotional learning ("SEL"), average daily attendance and chronic absenteeism, family engagement, and our approach to community schooling. Valor Academy Elementary School and Bright Star Schools prioritizes supporting the whole child, including providing a robust SEL program, intentional relationship-building with adults and peers, restorative practices, behavioral and mental health supports, and family assistance. As a California Community School, we believe that it is our responsibility to ensure that all students deserve to flourish in thriving school communities, and we believe that powerful community engagement, intentional development of a restorative school climate, and mental and behavioral health support is just as important as providing academic support for our North Hills community.

Since VAES's first year of operation, we prioritized supporting students by implementing a robust SEL program, including direct instruction regarding emotion recognition, social-problem solving, social-perspective taking, and self-control, and we extended this program to our families through workshops that instructed them how to implement these SEL tools into their homes. This prioritization was rooted in the idea that the whole-child must be served in order to obtain academic success. As our campus grew with each additional grade level, we added school counselors to ensure a low student to counselor ratio, and the administrative school leadership ensures that each teacher understands that teaching SEL is foundational to teaching elementary-aged students. We have adopted an effective SEL curriculum that is taught to all students, and the administrative leadership, with the support of counselors, ensures that students and families feel safe, welcome, and heard.

Of course, the COVID-19 pandemic had a profound impact on our students; our TK and kindergarten students experienced extended disruptions in education, a steep learning curve regarding remote learning, and inconsistent access to resources. These interruptions led to significant learning loss and widened educational disparities, affecting students' academic progress and overall performance. Bright Star Schools is proud of how we doubled down on our support for

students and families during the 2020–2021 school year as we all endured the global COVID-19 pandemic. We are proud to have offered the following to our families and communities:

- 500,000+ meals were distributed to our students and families (March 2020–June 2021).
- 3,500+ Chromebooks (1:1 technology ratio) and ongoing IT support provided to every BSS student.
- 94% attendance (daily average) in our robust distance learning program.
- 1+ million minutes of counseling support for students and families

The pandemic placed a huge strain on mental health and well-being, as we saw many cases where mental health hindered students' ability to focus on their studies. Ensuring students feel safe, welcomed, and heard is not an easy task, but at VAES, teaching the whole child is a critical component of our Charter School's program, and we did not allow the pandemic to change that. We conducted various SEL assessments and surveys with families to identify the needs and areas of development.

It is crucial for elementary-aged students to achieve an understanding of their social-emotional selves because it equips them with essential skills for managing emotions, setting goals, and building positive relationships. SEL helps students develop self-awareness and self-regulation, which are key for focusing on tasks and handling academic or environmental stress, which are essential skills for students to have as they mature into successful adults. The holistic development not only supports academic achievement but also contributes to overall well-being and a love for learning. While much of our program is rooted in that belief, we also closely monitor the academic performance of individual students across subgroups and as a Charter School. VAES and BSS leadership continue to host regular formative assessments to gauge student understanding and identify areas of need. Data analysis, trends and forecasts are shared regularly with families, across the Charter School, and with the Board of Directors. When progress monitoring shows that performance dips, VAES carefully adjusts instructional strategies accordingly. These steps ensure that students receive the support they need to recover and thrive academically.

All Bright Star Schools will also support the building of students' foundational skills with outreach and education to families so that the support of students extends to the home environment, no matter what that looks like for each student. All Bright Star Schools will work to develop the SEL and coping skills to overcome the many life challenges they may face on their path to accessing higher education.

Social-Emotional Learning Outcomes and Successes

VAES maintains a strong focus on the whole-child and places strong emphasis on developing social-emotional learning skills. We believe in direct and explicit social-emotional instruction as a universal support for all students, and we provide targeted and intensified support for students who may need additional learning opportunities. In addition, we assess the efficacy of our social-

emotional learning program through frequent assessment, currently measured by the Insights Social Emotional Learning assessment.

Valor Academy Elementary School implements research-based social-emotional learning curricula that will explicitly teach students emotion regulation skills so that they can be successful in school, career, and life. All VAES classrooms use the RULER, an evidence-based approach developed at the Yale Center for Emotional Intelligence. RULER supports entire school communities in understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining positive school communities. RULER's curriculum is centered on four anchor tools, The Charter, the Mood Meter, the Meta-Moment, and the Blueprint. At the beginning of each school year, each classroom creates a Charter, which is an expression of values and norms to the class so that everyone feels safe, welcome, and heard. The class reflects on their Charter daily and creates individual and whole-class action plans to ensure that they are living up to their shared agreements. In addition, students use the Mood Meter, a tool that allows students to recognize their feelings, to recognize their emotions, label them appropriately, and begin to regulate their emotions appropriately. In addition, the Meta-Moment, a tool for helping students to take an intentional pause to visualize their "Best Selves" and use regulation strategies, and the Blueprint, a social problem-solving tool which mimics restorative justice questioning, are integrated into the classroom to provide students with tools for managing moments of dysregulation or crisis. In addition, all classrooms use research-based curricula, such as the UCLA Safe School Project and Wayfinder, at least once a week to build on their RULER skills; students engage in meaningful activities, social stories, scenarios, and empathy exercises, to address executive functioning, empathy, and bullying.

Students in need of targeted support, based on our Insights SEL data or documented behavior, receive more personalized SEL instruction from their classroom teacher, counselor, or a designated administrator. Our counselors use the American School Counselor Association (ASCA) National Model to design small group programming for students.

Results from the Insights School Climate survey demonstrate that our students are demonstrating core social emotional (emotion regulation, social perspective-taking, social problem-solving, and self-control) skills are average and improving every year.

	2022–2023 Average Score EOY	2023–2024 Average Score EOY	2024-2025 Average Score EOY	2025-2026 Average Score EOY
Lower Elementary (K–3): Overall SEL Score	99	98	100	113

Upper Elementary (4-5): Overall SEL Score	90	104	102	102

Scale:

- Above Average: > 115
- Average: 90–114
- Below Average: 70–89
- Well Below Average: <69

This assessment is given two times a year, and our teachers, school counselors, and administrators reflect on the data, by student, classroom, and grade, after each assessment window. They create action plans to support growth in SEL skills, and students who perform below average or well below average are provided with Tier 2 SEL interventions through our MTSS protocol.

Chronic Absenteeism Outcomes and Successes

As a network, Bright Star Schools has given significant attention to reducing chronic absenteeism across its network. Research from the National Center for Children in Poverty (2008) shows that chronic absenteeism negatively impacts academic achievement and long-term student success, with students who are frequently absent falling behind in their studies and graduating at lower rates. By addressing absenteeism, we aim to improve student engagement and academic outcomes, ultimately fostering a more equitable learning environment.

The following section will outline VAES's chronic absenteeism data, including California School Dashboard data, as well as an analysis of that data and highlight successes.

Over the past three years, VAES has used a variety of different universal, targeted, and intensified supports to reduce chronic absenteeism. The table below shows VAES's California School Dashboard Data.

	2022–2023	2023–2024	2024—2025
Whole School Chronic Absenteeism Percentage	25.7% Orange Declined 1.9%	19.5% Yellow Declined 6.2%	20% Orange Increased 0.5%

Reportable Subgroup Data	ELs: 24.9% (Red) SWD: 38.2% (Red) Hispanic: 25.9% (Orange) SED: 27.2% (Orange)	ELs: 21.6% (Yellow) SWD: 27.4% (Orange) Hispanic: 18.8% (Yellow) SED: 20.5% (Yellow)	ELs: 20.5% (Orange) SWD: 22.9% (Orange) Hispanic: 18.9% (Orange) SED: 21.6% (Red)

What has contributed to the success in Chronic Absenteeism Outcomes?

VAES implements Tier 1, Tier 2, and Tier 3 interventions our school wide attendance and absenteeism data, each designed to build intrinsic motivations for school attendance, excite students about learning on campus, and reduce obstacles that often obstruct families' school attendance. This table explains each level of tiered intervention, as well as example supports for students and their families.

Tier	Sample Interventions
Tier 1: Universal	● Attendance Incentives, including weekly Positive Behavioral Intervention and Supports ("PBIS") points, community celebrations, attendance awards, attendance parties, and attendance field trips ● Class Attendance Competitions ● Weekly and Quarterly Attendance Letters and Notices ● Teacher and Counselor Outreach ● Spirit Weeks and Celebrations during "Dip Days"
Tier 2: Targeted	● Attendance Interventions for excessive excused or unexcused absences, including Main Office outreach, teacher conferences, and barrier assessments conducted by counselors ● Targeted Attendance Incentives, including daily attendance tracking and monitoring, goal-setting, and rewards
Tier 3: Intensified	● Attendance Interventions for excessive excused or unexcused absences, including meetings with a Principal or Assistant Principal and the Bright Star Schools Attendance Panel Hearings ● Individualized support plans, including SSPT plans and/or attendance improvement plans

	• Collaboration with community partnerships through our Community Schools Manager, including mental health, physical health, transportation, housing, employment, or nutrition resources

We are excited to continue strengthening our Chronic Absenteeism metric, and we will continue to monitor and assess attendance rates for our Charter School and specific subgroups. In particular, we will discuss the following attendance challenges for the following subgroups in section 1.2c, Areas of Challenge:

- Chronic Absenteeism for Students with Disabilities
- Chronic Absenteeism for Socioeconomically Disadvantaged Students

Community Schools Outcomes and Successes, Including Family Engagement

In 2023–2024, Valor Academy Elementary School became part of the California Community Schools Partnership Program, and we began planning and implementing a community school strategy for school improvement. The CCSPP supports schools' efforts to partner with community agencies and local governments to align community resources to improve student outcomes. As recipients of both the Planning Grant and Implementation Grant, we have been able to utilize funding to expand our systems of support for students, families, and the community through integrated support services, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities[6]. Our Community Schools Manager, conducted community asset mapping and gap analysis, including equity interviews with students and families, and established a Community Schools Advisory Council, which meets at least monthly to ensure there is shared decision-making among all stakeholders; school-site faculty and staff, students, families, and community partners attend the Community Schools Advisory Council meetings, and this team has supported the CSM to identify the correct focus and direction of the community school effort.

In addition, we have been able to bring in multiple services to our Charter School in order to improve student mental and behavioral health and to provide core services to our families and students. We have welcomed community partners onto our campus to continue to support our students so that they can flourish at VAES, and the list below showcases some of these partnerships, as well as the services they have provided:

- Los Angeles Rams: educational resources for students
- Los Angeles Public Library: educational resources for students
- Chase Bank: financial literacy education
- Big Sunday: educational resources for students

6 From the CCSPP website, https://www.cde.ca.gov/ci/gs/hs/ccspp.asp

- Los Angeles Public Health: health services
- Didi Hirsch Mental Health Services: mental health services
- Los Angeles Mission College: adult and parent education
- Dignity Health: health services
- Pacoima Beautiful: environmental education
- Council District 7: civic engagement
- UnBound Ed: Multilingual learner support
- Quality Start Los Angeles: early learning
- Los Angeles Valley College: educational resources for students
- Vision to Learn: health services
- Los Angeles Regional Food Bank: nutritional services
- Partnership to Uplift Communities: mental health services
- Big Smiles: dental services
- LA Trust for Children's Health: health services

Many of these community services are seamlessly integrated into our students' daily experiences. Students use the books donated by Big Sunday in their classroom libraries, and they participate in the Rams Reading Challenge each year. Both Didi Hirsch Mental Health Services and PUC provide mental health service providers who facilitate individual, group, and family counseling for students several times a week. Vision to Learn, Comprehensive Community Health Centers, and Big Smiles bring health services onto our campus, providing families with vision exams, glasses, physical exams, and immunizations. Los Angeles Mission College professors teach English as a Second Language ("ESL") classes two days a week to our parents, and we are hoping to expand our course offerings to our families in the future. Parents will also work with the Los Angeles County Department of Public Health's Parent Ambassador Leaders (PALS) program to engage parents and guardians in learning about student mental health and school success, including topics such as mental health, substance abuse prevention, and school attendance.

Not only does our community schooling strategy uplift assets of our community and bring essential services to our students and families, but it also supports family engagement and empowerment at VAES. We provide consistent communication and family engagement opportunities, including but not limited to:

- Weekly Family Newsletters
- School-Site Council and English Language Advisory Council
- Community Schools Advisory Council
- Parent Ambassador Program
- Back to School Night
- Listening Sessions
- Regular Academic Progress Reports

- Monthly Coffee and Chat with the Principal
- Family Workshops (e.g., Restorative Practices, Attendance Matters, the RULER social-emotional learning curriculum, suicide prevention, anti-bullying, college knowledge, positive parenting, standards-based instruction and assessment)
- Family Conferences
- Open Houses
- Content Nights (Math Night, Literacy Night, and Science Night)
- Volunteer Opportunities

These community schooling and family engagement efforts have led to excellent family survey results. Each spring, Bright Star Schools elicits feedback from families through the Panorama Family-School Relationships Survey, which allows the leadership team to integrate family voice and adhere to our value of collaborative decision-making. VAES has received strong results over the past few years. Most VAES families complete the annual survey, and the majority of families are satisfied with the education that their children receive. They would also recommend VAES to friends and neighbors.

Panorama Family-School Relationships Survey Results, 2023–2025			
Metric	**2023-24**	**2024-25**	**2025-26**
% Completion	100%	100%	97%
How satisfied are you with your child's education?[7]	98%	99%	98%
How likely are you to recommend your school?[8]	96%	96%	99%

Key Feature #3 and Its Success: Restorative Practices

Not only does VAES place a great emphasis on academic outcomes and educating the whole child, but we are also committed to anti-racist work, which includes dismantling systems of oppression in our schools and communities, treating all students equitably, and building discipline structures that ensure our students feel heard and valued every day. We believe that the purpose of school

[7] Families were asked "Overall, how satisfied are you about the education your child is receiving?" and were given the opportunity to answer "Strongly dissatisfied," "Dissatisfied," "Satisfied," or "Strongly Satisfied." The percentage listed here was the percentage of families that selected "Satisfied" or "Strongly Satisfied."

8 Families were asked "On a scale of 0-10, how likely are you to recommend Bright Star school to a friend or neighbor? Not Likely - Likely 0 - 10 (scale)" Scores of 6-10 were considered favorable, scores of 0-5 were considered not favorable.

discipline must be to understand and address the root causes of behavior, resolve conflict, repair the harm done, restore relationships, and ensure that all students are integrated into our school community.

To ensure that these beliefs live out in practice by all Bright Star Schools educators, we implemented an Incident Response Blueprint, which supports schools in creating clear and consistent expectations for students, underscores the importance of relationships among students and staff members, and effectively addresses incidents that disrupt student learning or cause harm to the community. The Incident Response Blueprint provides guidance on interventions, consequences, and restorative practices to respond to students in a way that preserves their dignity, provides opportunity for repairing harm, and teaches replacement skills.

VAES places a great emphasis on building a school culture based on community, strong relationships, joy, and consistency. We have done this through the implementation of several positive behavior initiatives:

- **Incident Response Blueprint:** As mentioned above, the Incident Response Blueprint is a network-wide behavior response system that creates a foundation of restorative practices and provides interventions, consequences, and restorative practices that respect student dignity and lead students to long-term positive behavior.
- **Welcome Week(s):** During the first few weeks of school, the entire Charter School comes together to explicitly create school and classroom culture through co-creating classroom norms, unpacking the schoolwide expectations, practicing routines and procedures, explicitly teaching academic and social-emotional habits, and connecting with students' families. This universal support creates the foundation of the year's school climate successes. Administrators and Coaches complete walkthroughs, provide live coaching, model supervision of shared spaces, and create intervention plans for teachers and students who may need supplemental or intensified support.
- **Counselors:** Our full-time counselors are dedicated to supporting 100% of our students through monthly lessons focused on our values, checking on students 1-1, and pulling small groups for targeted social skills.
- **Community Circle:** Daily, our students engage in community circle as a class to cohere around the Classroom Charter, a living set of co-created norms that establish positive classroom culture, and to continue to build relationships and trust among one another. This structure also allows for teachers to authentically address disruptions to student learning, school and national events that may affect our students (e.g., natural disasters, large-scale protesting, health crises), and specific harm done to the community.
- **Restorative Justice Practices:** Because we believe that exclusionary discipline should only be used when absolutely necessary, we implement a variety of restorative justice practices during an incident resolution process.

- **Anti-Bullying Prevention:** During October, Anti-Bullying Month, our Charter School counselors lead a variety of activities, including a family workshop on identifying potential bullying, kindness campaigns, and counselor and community-partner lessons with students.
- **Positive Behavioral Interventions and Supports:** VAES has a variety of positive behavioral systems, including our Paw Points system, a token economy system whereby students can earn points or tickets for adhering to schoolwide expectations. There is also a whole-class incentive system, where classes can earn incentives for demonstrating excellence in behavior, social relationships, and academics. Students also have an opportunity to earn extra recesses and celebrations (e.g., bubble party, dance party, board games) for meeting academic goals, like meeting their i-Ready Typical Growth Goal or finishing their SBAC assessments.
- **Culturally-Relevant Student Activities:** We engage students in informative and joyful events that also support strong decision-making. Some of these events include student recognition programs, whole-school assemblies, field days, and celebrations of important events (e.g., Lunar New Year, Hispanic Heritage Month, Black History Month, Women's History Month). Our Culture Fair is held each spring, and our Parent Ambassadors, Community Schools Manager, students, and teachers work together to teach the community about their traditions, cultural food, and country's history. In the past, ballet folklorico dancers have performed, families from Armenia, Belize, Guatemala, and Pakistan prepare displays and items to share with their community. This is the best attended and most anticipated event of the year.
- **School-Culture Walks:** Administrators continually monitor the health of the school culture to ensure expectations are being met by teachers and students. This practice allows for the school leadership team to observe and support students and teachers effectively.

Our goal is to limit exclusionary discipline practices, except when absolutely necessary, to preserve learning time and increase student achievement. While we have chosen to suspend a small percentage of students to ensure safety, our suspension numbers are very small and have remained considerably below the state average.

Suspension Outcomes for Valor Academy Elementary School

	2021–2022	2022–2023	2023–2024	2024-2025
Valor Academy Elementary School	**0.3% Very Low**	**0% Blue**	**0.3% Green**	**0.2% Blue**

California	**3.1% Medium**	**3.5% Orange**	**3.2% Green**	**2.9% Green**

Expulsion Outcomes for Valor Academy Elementary School

	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025-2026
Number of Expulsions	**0**	**0**	**0**	**0**	**0**	**0**

1.2d: Areas of Challenge

While we are enormously proud of our successes over the past charter term, one of our core values is Growth, which means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development. We believe in the potential and power of every student who walks through our front doors; in order to provide an excellent educational program to all children, we must engage in critical reflection, data analysis, and action planning. In this process, we have identified three areas of growth for VAES, as well as developed an action plan to improve over the course of our next charter term. Addressing these challenges is crucial for fostering an environment where every student can thrive.

In this section, we will discuss the following:

- English/Language Arts
- English/Language Development
- Chronic Absenteeism for Subgroups (Students with Disabilities and Socioeconomically Disadvantaged Students)

The data within this section comes from the California School Dashboard, unless noted elsewhere.

Area of Challenge #1: English/Language Arts

Data Outcomes

Valor Academy Elementary School is proud of the literacy instruction that we have been able to provide for our community. VAES's significant subgroups have outperformed those subgroups in California, and our English Learners and Students with Disabilities have done exceptionally well, as is described in more detail in 1.2a. However, we recognize that literacy continues to be a challenge for us, and we are committed to holding high expectations for ourselves so that all

students, regardless of their zip code, educational history, or ability, can read and write on grade level standard by the time they matriculate to middle school. By sending students to middle school with a strong foundation of literacy skills, we are thereby setting them up for success as they engage in more rigorous content and complex texts each year.

VAES subgroups have continued to outperform their peers at the State level, and we have met Part 1 of our LAUSD Benchmark. However, our whole-school ELA data has plateaued since 2023.

Dashboard ELA DFS				
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**
VAES All Students	-46.6 Low	-31.2 Yellow Increased 15.4 Points	-33.2 Orange Maintained –2 Points	-34.3 Orange Maintained –1.1 Points

Discussion of Outcomes

There are several obstacles that VAES has had to overcome in our pursuit of a stronger literacy program, some of which are not unique. Literacy scores have fallen across the state of California and the nation; from 2019–2022, student reading scores fell across the board. A larger percentage of students are considered below proficient; "less than a third of fourth graders (32%) were at or above proficient in reading" (Annie E. Casy Foundation, 2024)[9]. Reading scores across the nation fell for similar reasons; the COVID-19 pandemic had a devastating effect on lower-income communities, like North Hills. Students experienced their primary grades– the most essential time for reading foundations– on Zoom, and while our educators worked relentlessly to find creative approaches to online literacy instruction, most students did not receive enough exposure to academic language, practice with core literacy skills, or immediate feedback from their teachers. Upon returning to the physical building in 2021, our students had to wear masks, which hindered phonemic awareness, phonics, speaking, and listening skills, restrictions in cooperative learning activities cut off opportunities for students to learn from their peers, and mandatory isolation or quarantine after any COVID-19 exposure resulted in many students chronically absent. After restrictions gradually lifted in 2022, students were left with many gaps in foundational literacy skills, and some students were significantly behind, with little time to get back on track before the SBAC assessments 2022-2023. In addition, teacher retention issues and the movement of faculty grade-level placement has made it challenging for teachers to dive deeply into the curriculum and become more proficient in its implementation. While our Tier 1 ELA curriculum over the course of the charter received excellent

9 Annie E. Casey Foundation (2024, July 8). Pandemic learning loss and COVID-19: Education impacts. https://www.aecf.org/blog/pandemic-learning-loss-impacting-young-peoples-futures

marks on EdReports, we found it cumbersome and challenging for teachers newer in their careers to navigate, and we identified a need for explicit and structured writing and phonics instruction.

Improvement Plan and Action Steps

However, we have been working diligently to refine our literacy program to support all learners, regardless of their background or missing foundational skills. After seeing the impact of the pandemic on our learners, we began to make strong shifts and improvements in our literacy program. In the fall of 2021, Bright Star Schools adopted i-Ready to provide personalized instruction to students in the form of MyPath and to more easily monitor student progress and implement intervention. Our teacher coaching program has always been a way to support student development and teacher retention, and the coaching program was strengthened in 2024–2025 to include more frequent feedback on our framework for teacher coaching and evaluation, the Danielson Rubric for Teaching, goal-setting, and data-analysis. After analyzing literacy data, we adopted Heggerty Phonemic Awareness in early elementary in 2023 and Benchmark Phonics and DIBELS in 2024. Seeing the need for even more personalized instruction, we began a Small Group Intervention Block for all grade levels that aligns with our MTSS data cycles so that students can receive the right amount of support. Our primary grade levels also began implementing the Daily Five literacy framework within their SGI blocks, which "instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs" (Boushey, Gail, and Joan Moser).[10]

We have also made investments in staff members whose sole focus is literacy. The Bright Star Schools School Support Team has made two hires to the instructional leadership team; the Director of Literacy has implemented professional development sessions on literacy instruction and begun the process of adopting a new core English Language Arts curriculum. An Early Learning Coordinator began in 2025, and she works with school leaders and teachers to ensure all Bright Star Schools learners develop the early literacy skills they need for success in higher grades, college, and life. VAES and SST leadership team members conduct weekly observations, learning walks, and instructional rounds to monitor progress and provide differentiated support to teachers. The table below outlines this improvement plan in more detail. During the new charter term, VAES will continue to implement, refine and monitor the following strategies to improve student outcomes.

Improvement Strategy	Timeline of Implementation	Intended Outcome	Monitoring Plan

10 Bousey, Gail, and Joan Moser. "Daily five." TheDailyCAFE.com. The Daily CAFE, 2026. Web. September 6, 2026.

Adopted i-Ready MyPath and Diagnostic Testing	Fall 2021	To increase student Reading & Math growth and achievement. To strengthen data progress monitoring. To use a norm-referenced assessment for K-2 growth and achievement in Ready & Math	• Weekly Completion & Pass Rate Monitoring • Diagnostic Data Action Planning • School Action Plan Analysis
Adopted Heggerty Phonemic Awareness	Fall 2023	To improve phonemic awareness skills in early elementary school.	• i-Ready Phonemic Awareness Domain
Revision of Teacher Coaching	Fall 2024	To strengthen lesson internalization, execution of lesson plans, instructional strategies, engagement of all learners, and data reflection. To support teachers' development and success, thus improving teacher retention	• SST & Site-Based Administrators monitor teacher improvement, using weekly Pulse Check & Mini-Observation data, based on the Danielson Framework for Teaching
Embedded Small-Group Instructional Block	Fall 2024	To provide differentiated instruction to all students and close learning gaps.	• Grade-Level PLCs • Biweekly Data Protocol
Adopted Benchmark Education	Fall 2024	To improve phonics skills for all students grades K–5	• DIBELS • i-Ready
New Position: Director of English/Language Arts	Fall 2024	To improve literacy instruction and outcomes at Bright Star Schools	• ELA Outcomes

New Position: Literacy Specialist	Fall 2024	To provide coaching, professional development, consultation, and evaluation of schoolwide literacy and MLL strategies	• ELA Outcomes • EL Outcomes
Adopted DIBELS Assessment	Fall 2024	To evaluate efficacy of literacy programming	• DIBELS Assessments
Learning Walks	Fall 2024	For school leaders to observe classrooms, identify schoolwide trends, and improve instruction	• Learning Walk Protocol
Instructional Rounds	Fall 2024	For district leaders to observe classrooms, cohere as a district, and improve instruction	• Instructional Rounds Protocol
New Position: Early Literacy Coordinator	Summer 2025	To provide coaching and professional development to early elementary school teachers	• Early Elementary School Reading Outcomes
Daily Five Framework within SGI	Fall 2025	To ensure students are receiving daily, structured practice with core literacy content	• Learning Walks • Early Elementary School Reading Outcomes
Implementation of new curriculum adoption for English/Language Arts	Fall 2026	For students to achieve higher levels of cognitive engagement and achievement in English/Language Arts	• Learning Walks • Instructional Rounds • ELA Outcomes

Area of Challenge #2: English Language Development

Valor Academy Elementary School recognizes its need to better support English Learners and to demonstrate more consistent growth in the English Learner Progress Indicator score. Our English Learners need additional strategy, intervention, and progress monitoring to ensure that they are

performing as well as their general education peers at VAES and gaining essential skills so they can be successful in college and in life.

This section will discuss the data outcomes, analysis, and improvement plan for our English Learners.

Data Outcomes

- Even though our English Learners have outperformed the English Leaners subgroups in California and most local schools in both English Language Arts and Mathematics (data can be found in more detail in section 1.2a), this subgroup has not performed at the same achievement levels as their general education peers at Valor Academy Elementary School, and our English Learner Progress Indicator has vacillated over the course of the charter term.

English Learner Progress Indicator

	2021-2022	2022-2023	2023-2024	2024-2025
VAES DFS (Whole-School)	34.5% Very Low	39.2% Yellow Increased 4.7%	35.3% Orange Declined 3.8%	58.3% Blue Increased 22.98%

Discussion of Outcomes

VAES is very proud of the performance of our English Learners relative to the State of California and local area schools. However, this subgroup performs lower than their general education peers at Valor Academy Elementary School, highlighting an equity gap that must be addressed explicitly and urgently so that all students can matriculate to middle school with proficient English Language Arts and Mathematics skills.

As mentioned in Area of Challenge #1, the COVID-19 pandemic hit the communities of North Hills very hard. In particular students who have been historically marginalized in our educational system– English Learners, students with disabilities, and socioeconomically disadvantaged students—were even more impacted by the instructional losses and social isolation during the pandemic. As of June 2026[11], 24.53% of our students are English Learners. 24.8% of our English Learners are also Students with Disabilities, which is higher than the schoolwide percentage of 17.29%. In addition, 89.8% of our students are socioeconomically disadvantaged. Our school is a

[11] Bright Star Schools' Internal Dashboard

reflection of our community's intersectionality of identities, and our approach to supporting these students has been multilayered.

VAES has implemented many strategies over the past three years to improve outcomes for English Learners. VAES received the CCSPP Planning Grant in 2023–2024 and the CCSPP Implementation Grant in 2024–2025, and our recommitment toward community schooling and supporting the whole child has brought many services to students on campus, allowing students to focus on their learning. Partnerships with the Dynasty United Tutoring Association, After-School All-Stars, and Parker-Anderson Enrichment have provided more opportunities for students. The Community Schools Manager has worked with outside organizations to provide nutritional, transportation, housing, immigration, and employment resources to families who are struggling to meet basic needs. We will continue to strengthen community schooling at VAES, and English learners will benefit.

In addition, our Multi-tiered System of Supports programming provides universal, targeted, and intensified academic support to all students, and students who are demonstrating need in academic areas can receive a variety of interventions to ensure their skills are developing and becoming more proficient. In 2024–2025, we revised our MTSS programming after our participation in the Charter Operated Program's MTSS cohort with the Special Education Leaders Fellowship. Some new layers to the MTSS programming include daily, data-driven SGI in Reading and Mathematics for all students, as well as a clear COST process that identifies appropriate interventions for students The adoption of the Benchmark Phonics curriculum has supported the literacy development of these subgroups, and continued progress monitoring through DIBELS and i-Ready will allow the administrative leadership team to monitor the efficacy of these programs.

As we enter the 2026-2027 school year, we will continue to use our Community Schools programming and MTSS systems to support our English learners. However, we will also be focusing specifically on our Designated ELD and Integrated ELD programming to ensure that our English Learners are receiving consistent and cohesive Tier 1 and Tier 2 instruction every day, all day. Bright Star Schools will be focusing its systemic efforts on supporting our Multilingual Learners, which includes additional training on Universal Design for Learning, strengthened teacher collaboration through more effective Professional Learning Communities, and focused teacher coaching and learning walks. In addition, we are in the process of evaluating the efficacy of our Designated ELD curriculum, and the execution of the Designated ELD block will be closely monitored in 2026-2027.

Improvement Plan and Action Steps

Improvement Strategy	Timeline of Implementation	Intended Outcome	Monitoring Plan
CCSPP Community Schooling Strategy	Fall 2023	To provide transportation, nutrition, health, housing, and employment resources for families. To provide direct academic support for all students, particularly those who have been historically marginalized.	• California School Dashboard Outcomes • DIBELS • i-Ready • Family Survey
Improved MTSS	Fall 2024	To enhance systems of support and intervention for all students, including universal, targeted, and intensified support.	• SBAC Outcomes • DIBELS • i-Ready
Adopted Benchmark Education	Fall 2024	To improve phonics skills for all students grades K–5	• DIBELS • i-Ready
Adopted DIBELS Assessment	Fall 2024	To evaluate efficacy of literacy programming	• DIBELS Assessments
Revision of Teacher Coaching	Fall 2024	To strengthen lesson internalization, execution of lesson plans, instructional strategies, engagement of all learners, and data reflection. To support teachers' development and	• SST & Site-Based Administrators monitor teacher improvement, using weekly Pulse Check & Mini-Observation data, based on the Danielson

		success, thus improving teacher retention	Framework for Teaching
After-School Programming	Fall 2024	To ensure that socioeconomically disadvantaged students have access to extracurricular activities and after-school tutoring.	• SED Outcomes • Grant Outcomes
Universal Design for Learning Training	Fall 2026	To ensure all teachers implement Universal Design for Learning in their instructional planning so that all students demonstrate high levels of engagement and learning	• MTSS Meetings • Learning Walks • i-Ready, DIBELS, and SBAC Interim Performance Subgroup Analysis
Strengthened Professional Learning Communities	Fall 2026	To provide teachers with a structure and time to plan rigorous, engaging instruction for all learners and to analyze all academic data on a weekly basis.	• PLC Observations • Teacher Instructional Planning Deliverables • Summative and Formative Assessment Data
MLL-Focused Learning Walks	Fall 2026	To ensure that BSS is implementing the best possible Designated ELD curriculum for our English Learners.	• Danielson Teacher Framework Rubric Scoring • EL Subgroup Assessment Data

Designated ELD Curriculum Adoption Process	Fall 2026	To ensure that BSS is implementing the best possible Designated ELD curriculum for our English Learners.	• Pilot Committee Rubric Scoring • Pilot Classroom Learning Walks • EL Subgroup Assessment Data

Area of Challenge #3: Chronic Absenteeism for Students with Disabilities and English Learners

Valor Academy Elementary School has made strong gains in chronic absenteeism over the past year. In 2026, our chronic absenteeism dropped from 20% in 2024-2025 to an estimated 12.4% in 2025-2026. However, two specific subgroups warrant additional attention: Students with Disabilities and English Learners.

Chronic Absenteeism for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students 2022-2026 Dashboard				
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**
% Chronically Absent, SWD	33.3% Very High State: 39.6%	38.2% Red **State: 33.1%**	27.4% Orange **State: 26.3%**	22.9% Orange State: 24.9%
% Chronically Absent, ELs	23.4% Very High State: 33.6%	24.9% Red State: 26.3%	21.6% Yellow **State: 20.1%**	20.5% Orange **State: 18.1%**
% Chronically Absent, All Students	27.5% Very High State: 30%	25.7% Orange **State: 24.3%**	19.5% Yellow **State: 18.6%**	20% Orange **State: 17.1%**

- In 2022-2023, the percentage of general education students who were chronically absent decreased by 1.8%, but the percentage of SWD who were chronically absent increased by 4.9%.

- While the percentage of chronically absent SWD has decreased since 2023 and has decreased each subsequent year, there are still significantly more SWD who are chronically absent than their general education peers.
- We have also seen a decrease in the number of English Learners who are chronically absent; the percentage of chronically absent English Learners has decreased from 24.9% in 2022-2023 to 18.1% in 2024-2025. However, this subgroup has been higher than English Learners in the state for the past two years, in both 2023-2024 and 2024-2025.

Discussion of Outcomes

According to a report from Attendance Works and Healthy Schools Campaign, students with disabilities, no matter the school, experience higher chronic absenteeism rates due to a variety of reasons, including chronic health conditions, mental health challenges, social exclusion, and barriers inside of the classroom to their highest learning potential (Attendance Works 2015).[12] This is no different at VAES, and anecdotal evidence shows that primary barriers to positive attendance for students with disabilities include student refusal due to frustration with their classwork, social anxiety and/or sensory overload, and unmet family needs. Thus, our approach must be trifold. Inside of the classroom, VAES teachers must provide cognitively engaging instruction for all students and use engagement strategies that support diverse learners. In the spring of 2026, our Inclusive Education Teachers attended a training on co-teaching at the CHIME Institute, and we began planning our roll-out of co-teaching to support general education teachers and all students. In addition, all teachers will undergo trainings on Universal Design for Instruction ("UDL") and use a UDL planning framework during weekly PLCs.

Furthermore, a study from the University of California, Los Angeles ("UCLA") and the University of Pennsylvania have found that English Learners across California are now more likely to be chronically absent than non-English Learners. These researchers also posited that English learners "often face persistent barriers to educational success—stemming from lack of services, deficit-laden instructional practices and inconsistent inter-district policies" (Geduld 2024).13

Thus, VAES must strengthen its overall school culture in order to provide predictable routines and systems, which will decrease the affective filter and sensory overload for students with IEPs. All students thrive with routine and stability, and the Dean of Restorative Practices, as well as a committee of VAES staff, have been implementing PBIS systems and the Tiered Fidelity Inventory ("TFI") to evaluate its efficacy. A strong sense of belonging is critical for strong attendance, and this is even more critical for a student with a disability. Many of the interventions identified to

[12] Attendance Works (2015 September 23). What does chronic absenteeism cost students with disabilities? https://www.attendanceworks.org/what-does-chronic-absence-cost-students-with-disabilities/
[13] Geduld, Amanda (2024, August 5). *In troubling shift, English Learners outpace peers in chronic absenteeism in CA*. The 74. https://www.the74million.org/article/in-troubling-shift-english-learners-outpace-peers-in-chronic-absenteeism-in-ca/

support students with disabilities will support English Learners, as well. A strong school culture and sense of belonging helps every student.

Finally, strong outreach to parents is vital to ensure that they know their child is supported on our campus. Each fall, our teachers facilitate Listening Sessions to begin building the connection between home and school, and our Community Schools Manager builds a strong family engagement calendar that ensures families feel safe, engaged, and known on campus. Los Angeles Mission College provides on-site college courses, including English as a Second Language ("ESL") and Computer Literacy, at VAES week, and engaging our families on campus promotes attendance for our students. Our Attendance Interventions system quickly address unexcused absences, and within this process, our counselors conduct barrier assessments and coordinate with outside providers as needed.

Improvement Plan and Action Steps

Improvement Strategy	Timeline of Implementation	Intended Outcome	Monitoring Plan
Fall Listening Sessions	Fall 2022	To begin building positive relationships between home and school	• Listening Session Completion Rate • Annual Family Survey Results
Attendance Interventions	Fall 2022	To quickly intervene when students begin to become chronically absent; to provide families with services and support when they are in need	• Chronic Absenteeism Monitoring for SWD • Attendance Intervention Completion Rate
Community Schooling	Fall 2023	To provide anti-racist training, ensure equity of access across all subgroups, and to provide targeted intervention, mental	• Chronic Absenteeism Monitoring for SWD • School Climate Surveys,

		health services, or family assistance.	disaggregated by subgroup
Improved MTSS	Fall 2024	To enhance systems of support and intervention for all students, including universal, targeted, and intensified support.	• Chronic Absenteeism Monitoring for SWD
PBIS Tiered Fidelity Inventory (TFI)	Fall 2025	To strengthen classroom and schoolwide routines, procedures, and behavior response to create a greater sense of belonging.	• Deanslist Data Monitoring • Assertive Discipline Monitoring • TFI Framework Rubric Scoring
Attendance Celebrations	Fall 2025	To provide Tier 1 celebrations for classrooms with the strongest Average Daily Attendance	• Chronic Absenteeism Data • Average Daily Attendance
Co-Teaching Training for ISTs	Spring 2026	To ensure our ISTs understand the co-teaching model and can effectively plan for the roll-out in Spring 2027.	• PLC Observations • Teacher Instructional Planning Deliverables • Summative and Formative Assessment Data
Universal Design for Learning Training	Fall 2026	To ensure all teachers implement Universal Design for Learning in their instructional	• MTSS Meetings • Learning Walks • i-Ready, DIBELS, and

		planning so that all students demonstrate high levels of engagement and learning	SBAC Interim Performance Subgroup Analysis
Strengthened Professional Learning Communities	Fall 2026	To provide teachers with a structure and time to plan rigorous, engaging instruction for all learners and to analyze all academic data on a weekly basis.	• PLC Observations • Teacher Instructional Planning Deliverables • Summative and Formative Assessment Data
Co-Teaching	Spring 2027	To ensure that all students, including those with disabilities, receive inclusive and supportive instruction inside of the general education classroom.	• Chronic Absenteeism for SWD • i-Ready, DIBELS, and SBAC Interim Performance Subgroup Analysis

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

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 Organization 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 fundamental understanding and fluency in the 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.
- A mastery of the English language for native and Multilingual Learners alike through integrated ELD, with a foundational understanding of language to be able to access a second 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, demonstrate proficiency aligned with academic vocabulary and contextual implications that impact skillful comprehension.
    - Deep knowledge and experience engaging with educational technology (email, web based platforms such as Google apps, as well as various learning programs such as Khan Academy, i-Ready, etc.), as well as responsible navigation of artificial intelligence (AI) and the ability to creatively problem solve and innovate to prepare students for the rapidly evolving world of technology.
- They are inquiry-based and culturally responsive, demonstrating strong analytical and critical thinking skills, adapting to support multilingual and neurodiverse learners, applying differentiated strategies, and exhibiting competencies in equity, inclusion, and fostering continuous personal and professional growth.
- The ability to work cooperatively and to 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 and racial justice, equity, 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:

- Collaborative for Academic, Social, and Emotional Learning. (2022). *A Developmental Framework for the Integration of SEL and Career and Workforce Development.*
- Common Core State Standards Initiative. (n.d.). *Common Core Companion.*
- DuFour, R., et al. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn.*
- Dweck, C. (2006). *Mindset: The New Psychology of Success.*
- Elmore, R. (2004). *Instructional Core.*
- Feldman, J. (2023). *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms* (2nd ed.).
- Flygare, T., et al. (2022). *Planning and Teaching in the Standards-Based Classroom.*
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain.*
- Hammond, Z. (2025). *Rebuilding Students' Learning Power: Teaching for Instructional Equity and Cognitive Justice.*
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.*
- Henderson, A., Mapp, K., et al. (2007). *Beyond the Bake Sale: The Essential Guide to Family/School Partnerships.*
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action.*
- OECD. (2018). *Future of Education and Skills 2030.*
- Safir, S., & Dugan, J. (2021). *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation.*
- The New Teacher Project (TNTP). (2018). *The Opportunity Myth.*

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 VAES 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 (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 VAES 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 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 Elementary School, our fundamental 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 Valor Academy Elementary, we are committed to fostering a culture of respect, empathy, and inclusion. Through restorative practices, morning meetings, culture events, and Yale's Center for Emotional Intelligence's RULER Program, students develop a strong sense of self-worth, respect for cultural heritage, 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, VAES ensures that every graduate is prepared to succeed in college, careers, and life.

- Below are a few programmatic features that we feel support students:
- Rigorous 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").
- Semi-departmentalization in 3rd–4th grade, such that students have two teachers who specialize in certain core subjects.
- Developing effective study habits through both in-school and after-school resources.
- Direct programming to support English language proficiency, while also honoring their home language.
- 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.

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, VAES 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-in check-out (CICO) systems. The SSPT process 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 VAES is using restorative practices and effective instructional strategies to help and support students with their academic and social emotional development.

1.6: LCFF Annual Goals and Actions

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2027)	
GOAL #1	
All students demonstrate increased academic growth as measured by state test scores in Math and ELA, Improved English Proficiency, and i-Ready.	Related State Priorities: ☐ 1 ☑4 ☐ 7 ☐ 2 ☐5 ☑ 8 ☐ 3 ☐ 6
	Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	

1. General Education Teachers – Employment of general education teachers at the Charter 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
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- Charter 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

Expected Annual Measurable Outcomes

Outcome #1: Students will increase annual stretch growth on i-Ready Math diagnostic every year by 3%

Metric/Method for Measuring: i-Ready Math/ % of students meeting annual stretch growth on i-Ready Math diagnostic

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)	29%	32%	35%	38%	41%	44%
English Learner Students	37%	40%	43%	46%	49%	52%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	28%	31%	34%	37%	40%	43%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	25%	28%	31%	34%	37%	40%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	29%	32%	35%	38%	41%	44%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[14]	*	*	*	*	*

Outcome #2: Students will increase annual stretch growth on i-Ready Reading diagnostic every year by 3%

Metric/Method for Measuring: i-Ready Reading / % of students meeting annual stretch growth on i-Ready Reading diagnostic

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%	25%	28%	31%	34%	37%
English Learner Students	16%	19%	22%	25%	28%	31%
Long-Term English Learner Students	*[15]	*	*	*	*	*
Socioeconomically Disadvantaged Students	18%	21%	24%	27%	30%	33%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	19%	22%	25%	28%	31%	34%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23%	26%	29%	32%	35%	38%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Students will shift 5 DFS points on CAASPP ELA every year

[14] An asterisk (*) denotes a student group is not numerically significant at this time.
[15] An asterisk (*) denotes a student group is not numerically significant at this time.

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)	-34.3	-29.3	-24.3	-19.3	-14.3	-9.3
English Learner Students	-46.5	-41.5	-36.5	-31.5	-26.5	-21.5
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-40.2	-35.2	-30.2	-25.2	-20.2	-15.2
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-61.7	-56.7	-51.7	-46.7	-41.7	-36.7
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-37.1	-32.1	-27.1	-22.1	-17.1	-12.7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[16]	*	*	*	*	*

Outcome #4: Students will shift 5 DFS on CAASPP Math every year until graduation
Metric/Method for Measuring: Math CAASPP / DFS of students on CAASPP Math

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-25.0	-20.0	-15.0	-10.0	-5.0	0.0
English Learner Students	-31.2	-26.2	-21.2	-16.2	-11.2	-6.2
Long-Term English Learner Students	*	*	*	*	*	*

[16] An asterisk (*) denotes a student group is not numerically significant at this time.

Socioeconomically Disadvantaged Students	-28.4	-23.4	-18.4	-13.4	-8.4	-3.4
Foster Youth Students	*[17]	*	*	*	*	*
Students with Disabilities	-40.2	-35.2	-30.2	-25.2	-20.2	-15.2
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-27.6	-22.6	-17.6	-12.6	-7.6	-2.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Students will increase progress towards EL proficiency every year by 2% or maintain above 60%

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	58.3%	60.3%	≥ 60.0%	≥60.0%	≥60.0%	≥60.0%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						

17 An asterisk (*) denotes a student group is not numerically significant at this time.

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

Outcome #6: More students will be redesignated from EL to RFEP Status every year by 2%
Metric/Method for Measuring: EL Reclassification: % of Students Redesignated from EL to RFEP 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	24.5%	26.5%	28.5%	30.5%	32.5%	34.5%
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, 2027)

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 ☑ 5 ☑ 8
☑ 3 ☑ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. Enrichment Programming - Unique experiences provided to the Charter 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 – Charter School counseling program, restorative justice staff, office support staff and Dean of Student Affairs/Culture, 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 – Charter 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 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

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)	0% schoolwide and for all numerically significant student groups	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[18]	*	*	*	*	*

Outcome #2: No more than 0% 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)	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learner Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

[18] An asterisk (*) denotes a student group is not numerically significant at this time.

Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[19]	*	*	*	*	*

Outcome #3: The percentage of students who are chronically absent will decrease from the previous year by no less than 2%
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)	20.0%	18.0%	16.0%	14.0%	12.0%	10.0%
English Learner Students	20.5%	18.5%	16.5%	14.5%	12.5%	10.5%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	21.6%	19.6%	17.6%	15.6%	13.6%	11.6%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	22.9%	20.9%	18.9%	16.9%	14.9%	12.9%
African American Students	*	*	*	*	*	*

[19] An asterisk (*) denotes a student group is not numerically significant at this time.

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	18.9%	16.9%	14.9%	12.9%	10.9%	8.9%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[20]	*	*	*	*	*

Outcome #4: The percentage of students who feel safe at Charter School will increase from the previous year by at least 2% or maintain above 85%
Metric/Method for Measuring: Student Rating: % of students who feel safe at Charter School as measured by annual student climate survey, such as xSEL Web Insights

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)	81%	83%	85%	≥ 85%	≥ 85%	≥ 85%
English Learner Students	76%	78%	80%	82%	84%	≥ 85%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	78%	80%	82%	84%	≥ 85%	≥ 85%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	78%	80%	82%	84%	≥ 85%	≥ 85%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-[21]	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

[20] An asterisk (*) denotes a student group is not numerically significant at this time.
[21] Student Survey Data is not provided by ethnic subgroups.

White Students	*[22]	*	*	*	*	*

Outcome #5: The percentage of students who feel like they belong at Charter School will increase by no less than 5% from the previous year and remain at or above 80%

Metric/Method for Measuring: Student Rating: % of students who feel like they belong at Charter School as measured by annual student climate survey, such as XSEL Web Insights

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)	73%	78%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
English Learner Students	71%	76%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	73%	78%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	72%	77%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-[23]	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[24]	*	*	*	*	*

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

Metric/Method for Measuring: Average Daily Attendance Rate in internal data source tracking

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

[22] An asterisk (*) denotes a student subgroup is not numerically significant at this time.
[23] Student Survey Data is not provided by ethnic subgroups.
[24] An asterisk (*) denotes a student subgroup is not numerically significant at this time.

	recent data available)					
All Students (Schoolwide)	94.85%	95.0%	95.0%	95.0%	95.0%	95.0%
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 #7: The percentage of parents who positively rate the Charter School will **remain at or above 98% throughout the charter term**

Metric/Method for Measuring: Parent Rating: % of parents who rate the Charter 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)	98%	≥ 98%	≥ 98%	≥ 98%	≥98 %	≥ 98%
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, Charter School fit, Charter School climate, and Charter 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)	97%	98%	99%	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 #9: The percentage of parents who attend Back to School Night increase from the previous year by no less than 5%

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)	47.32%	52.32%	57.32%	62.32%	67.32%	72.32%
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 1%

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)	25.41%	26.41%	27.41%	28.41%	29.41%	30.41%
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 be maintained above 95%

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)	95.57%	>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 #12: The attendance participation of parents at two Charter School events will be maintained above 80%

Metric/Method for Measuring: Charter 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)	77.16%	>80%	>80%	>80%	>80%	>80%
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 will increase from the previous year by no less than 1% or maintain higher than 95%
Metric/Method for Measuring: Counselor meeting: % of families who have one yearly counselor meeting

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)	89%	90%	91%	92%	93%	94%
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, 2027)

GOAL #3

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

Related State Priorities:
☑ 1☐4☑ 7
☑ 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 Charter 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 Charter 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 Charter 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						
Aian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander						
Students of Two or More Races						
White Students						

Outcome #2: 100% of Charter School's instructional materials will be aligned to State Standards
Metric/Method for Measuring: State Standard Alignment: % of Charter 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)	0	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: % Charter 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 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 EL access to standards aligned instruction

Metric/Method for Measuring: EL 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						

Instructional Design

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.

Personalized Learning:

- Differentiated Instruction: Our program emphasizes personalized learning through differentiated instruction strategies. At Bright Star, we are working hard to provide the tools and build the capacity of our leaders and educators to effectively set the P.A.C.E. for learning: Planning, Access, Culture, and Engagement. This is evident through strong differentiated Planning, intentional attention to Access and Engagement for all learners, and a commitment to honoring students' identities through a strong, inclusive Culture rooted in student-centered practices. By tailoring instruction to meet the unique needs of each student, educators create meaningful opportunities for all learners to thrive and experience success.
- Project-Based Learning ("PBL"): Students engage in rigorous project-based learning experiences that integrate multiple subject areas and real-world applications. This approach not only deepens understanding of academic content but also fosters critical thinking, collaboration, and problem-solving skills.
- 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 ("SGI"): Our program is committed to being data informed and data responsive through an innovative, student-centered approach to personalized learning within a Multitiered System of Supports. 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.

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: 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.

Social-Emotional Learning Integrations:

- 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.

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.

College Success Preparation:

- Early College Readiness: Starting from elementary school, 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 and through our middle schools to build 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's, associate's, or career technical education degree, or workforce development program from an accredited college or program) within 6 years.

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

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 VAES, our educational program is grounded in extensive research and aligned with Richard DuFour's professional learning community framework, which emphasizes collaboration, high expectations, and continuous support for 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, VAES 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 VAES 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.

Across these structures, we intentionally implement the P.A.C.E. framework—Planning, Access, Culture, and Engagement—to ensure coherence in instructional design and delivery. Strong Planning integrates supports for Access, fosters a positive and inclusive Culture, and prioritizes meaningful Engagement for all students. Enrichment activities such as clubs, projects, and research initiatives further extend engagement and deepen learning, while technology integration supports interactive learning and digital literacy. This comprehensive, P.A.C.E.-aligned 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, VAES 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: Charter School's Curriculum and Instruction

Instructional Methods and Strategies Used to Deliver the Curriculum

VAES 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 (2023) 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 VAES 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: VAES'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.

   VAES 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 VAES are held to high standards of lesson planning, grade level collaboration, and feedback cycles.
    a. Collective Efficacy (Hattie): VAES 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 – In the upper elementary grades (3-5), 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—Teachers are required to submit weekly lesson plans. Those teaching identical content to the same grade levels are expected to collaborate to maintain instructional consistency. Weekly overviews are submitted to the Principal, who evaluates them and provides feedback to the teachers.
    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 VAES, 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 schoolwide systems and structures to maximize student engagement in learning while minimizing noninstructional 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 VAES 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 VAES'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 supports necessary to engage meaningfully with rigorous academic content.

c. Small Groups: At VAES, small group instruction plays a pivotal role in our educational strategy and is a key component of both Tier 1 instruction and targeted intervention. Within Tier 1, small groups allow teachers to tailor their approach. 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 VAES'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 VAES, 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: VAES 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 VAES 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 VAES, 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, VAES 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: VAES 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:
    a. Experiential and Kinesthetic Learning: At VAES, 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.
    b. 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.
    c. Proven Instructional Techniques and Bright Star Signature Practices: At VAES, 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: Close 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.

d. Universal Design for Learning: At VAES, 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, VAES 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 VAES 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 subgroups. 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 California Content and Performance Standards

All of VAES courses will be designed in alignment with the State Standards (www.cde.ca.gov/be/st/ss). Our faculty will receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

The mission of VAES relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and data driven. As certain practices in teaching have proven to engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Structured lessons allow for clear expectations from students and

teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We model our instructional methodologies and data driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes. VAES subscribes to the following strategies in order to drive strong academic outcomes: standards-aligned instruction, personalized learning through differentiated small-group instruction, mastery of academic standards, rigorous application of learning, and explicit development of students' habits of success.

VAES's curriculum is based on the State Standards. All teachers analyze State Standards. The VAES program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. Personalized learning is done through daily small group time in ELA and math blocks. Typically, each block is broken down into: 60% whole group instruction, 30% small group instruction, 10% wrap up/closure. In order to personalize instruction, teachers consider student academic level based on benchmark data, the specific stage of progress they are in within a skill, learning gaps/goals, and student interest. This approach places a greater emphasis on students' mastering standards to completion, in addition to completing rigorous projects that showcase students' ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

Below, we list the subject-specific methodologies and rationales for the curriculum.

English Language Arts

Instructional Methodologies and Rationales: Our ELA instruction is driven by the Science of Reading research and grade-level CCSS ELA Standards through phonological awareness, phonics, vocabulary, building background knowledge, close reading, evidence-based writing, and rich discussions across a variety of literary and informational texts. 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.

Key instructional approaches include:

- Explicit Phonemic Awareness & Phonics Instruction: Systematic foundational literacy skills for both oral and written language are intentionally taught every day during the literacy block to support students' phonological, decoding and encoding skills.
- Academic Vocabulary Instruction: Previewing and investigating key academic vocabulary in which students predict word meanings, discuss ideas, verify actual definitions, and use the words in context.

- Activating Prior Knowledge and Building Background Knowledge: Before diving into a new topic or text, students are asked to share their ideas and experiences related to it. ELA curriculum also incorporates unit immersion days at the start of each unit through images, media and previewing of texts to build engagement and activate prior knowledge.
- Close Reading: Students deepen comprehension through multiple reads of a text with a specific purpose during each reading as well as higher level DOK questioning.
- Explicit Writing Instruction: regular modeling and practice with narrative, informational and opinion writing to support increased independence with each writing genre.
- Structured Academic Discourse: student-to-student discussion formats that promote critical thinking, reasoning, academic vocabulary and participation in meaningful dialogue.

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

Assessment Methods and Tools: ELA instruction is supported by a comprehensive assessment system that ensures instruction is data-driven, responsive, and aligned to grade-level expectations. Teachers use a balance of formative, interim, and summative assessments to monitor progress and guide next steps:

- Formative Curriculum-Aligned Assessments: Ongoing checks for understanding, such as exit tickets, quick writes, oral reading fluency checks, annotation of text, and comprehension questions during lessons and at the end of lessons provide immediate feedback to inform daily instruction.
- District Literacy Diagnostic Assessments are administered three times per year to track growth in foundational literacy and reading comprehension. Data from these assessments helps to inform instruction, identify trends, set goals, and target interventions. In addition, personalized learning pathways are provided that adapt to each student's reading level, offering targeted lessons in phonological awareness, phonics, vocabulary, fluency, and comprehension. These pathways ensure that students receive practice and support precisely at their point of need, while also offering opportunities for acceleration when mastery is demonstrated. Administrators and teachers use this literacy data to monitor progress toward grade-level standards, plan small-group instruction, and refine whole-class strategies to address patterns in student learning.
- CAASPP Interim Assessments: Assessments that mirror CAASPP in format and rigor. ICAs, IABs and FIABs provide actionable data for instructional planning, reteaching, and preparing students for summative assessments and grade level mastery.

History/Social Studies

Instructional Methodologies and Rationales: At VAES, social studies instruction is grounded in the belief that students learn best when they actively investigate compelling questions about people,

places, events, and ideas from the past and present. Through inquiry-based and standards-aligned instruction, students develop historical thinking skills, civic understanding, geographic reasoning, and cultural awareness while building the literacy skills necessary to analyze information, communicate ideas, and engage thoughtfully with the world around them.

Our approach emphasizes the study of diverse communities, historical perspectives, and the ways individuals and groups have shaped society over time. Students learn to ask questions, gather and evaluate evidence, analyze sources, identify patterns, and construct explanations supported by evidence. Instruction is designed to help students make meaningful connections between historical events, contemporary issues, and their own experiences as informed and engaged citizens.

Key instructional approaches include:

- Inquiry-based investigations centered on compelling questions
- Analysis of primary and secondary sources
- Geographic reasoning through maps, spatial thinking, and place-based learning
- Collaborative discussions and structured academic discourse
- Project-based learning and authentic performance tasks
- Teacher modeling, guided practice, and scaffolded inquiry
- Civic engagement activities and real-world connections
- Frequent and purposeful formative assessment

Social studies learning at VAES is designed to be interactive, collaborative, and connected to students' lives. Teachers create opportunities for students to engage with maps, artifacts, texts, images, and other sources as they explore communities, cultures, and historical events. Through discussions, projects, and written reflections, students share ideas, learn from one another, and apply their learning by solving problems, evaluating evidence, making connections between the past and present, and considering how individuals and groups contribute to their communities. These experiences help students develop communication skills, cultural understanding, and a sense of responsibility as members of their communities.

Assessment Methods and Tools: Embedded in our Social Studies curriculum, students are assessed on social studies standards alongside ELA standards. Projects are also assigned and used as assessments to evaluate how students apply their learning of social studies standards.

Mathematics

Instructional Methodologies and Rationales: At VAES, we utilize a variety of student-centered and standards-based instructional approaches, driven by the understanding, as outlined by the

CCSS, that mathematical rigor includes conceptual understanding, procedural fluency and application. These methodologies include hands-on and exploratory learning in order to ensure students develop the confidence, perseverance, and problem-solving skills and mindsets outlined by the Standards for Mathematical Practice as well as proficiency in the Grade-Level State Standards. Teachers employ instructional approaches appropriate for the material they are teaching with a balanced focus on all aspects of rigor.

Key instructional approaches include:

- Cooperative learning groups and peer-to-peer discourse
- Problem solving & Inquiry Based Investigations
- Teacher Modeling and deliberate practice
- Manipulatives, visual models and multiple representations
- Mathematical Language Routines
- Socratic Seminar and Teacher-facilitated Class Discussion
- Frequent and purposeful formative assessment

One hallmark of teaching at VAES is student engagement. Teachers endeavor to create interactive classrooms utilizing a variety of tools, such as manipulatives and whiteboards, and providing opportunities for students to generate, share and defend their own mathematical thinking throughout lessons. They facilitate classroom discussions, using peer discourse routines and assessing and advancing questions to understand student learning and ensure students engage in complex, high-order thinking.

Assessment Methods and Tools: Mathematics instruction is supported by a comprehensive assessment system designed to monitor student progress, inform instructional decisions, and ensure alignment with grade-level standards. Teachers use a variety of assessments throughout the year to capture a full picture of student learning:

- Curriculum-Aligned Assessments: Daily checks for understanding, such as exit tickets, whiteboard responses, and discussion-based questioning and tasks. These tools enable teachers to identify misconceptions in real-time and adjust instruction accordingly. Mid and end of unit assessments provide evidence of mastery and inform ongoing intervention and reteaching.
- District Interim Assessments: Assessments, such as i-Ready Diagnostics and CAASPP aligned interims (IABs, FIABs, and ICA) provide insight into students' strengths and areas for growth across major domains and targeted standards. These provide actionable data for instructional planning, reteaching and preparing students for summative assessments.

Science

Instructional Methodologies and Rationales: Science classes will be based on the Next Generation Science Standards and will include a focus on cross-cutting concepts. Thus, every unit will be guided by an essential question that frames the specific content of the unit within the context of one of the following crosscutting concepts: patterns, cause and effect, scale proportion and quantity, systems and systems models, energy and matter, structure and function, and stability and change. When the teacher focuses the lesson on the cross-cutting concept of cause and effect and funnels it through thoughtful "Enduring Understandings and Essential Questions," the unit and science instruction has greater real world relevance and forces students to move beyond just a procedural understanding of how science works. This further allows concepts to come to life through investigation and experimentation.

Assessment Methods and Tools: Our Science program utilizes the following features:

- Teacher-designed tests
- District-wide Norm Referenced Tests
- Publisher-made tests and assessments
- Class participation
- Notebooks
- Homework
- Culminating Projects and Performance Tasks
- Smarter Balanced Assessment System summative and formative assessments

Description of The Charter School's Curriculum

The instructional program is grounded in the Charter School's mission to ensure all students master the State Standard. All courses are standards-based and designed using the Understanding by Design framework to promote deep understanding and purposeful learning. Curriculum materials are periodically 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.

1. English Language Arts (Writing and Reading) - TK - 4th Grade: CORE

In Kindergarten through fourth grade, literacy instruction is grounded in the science of reading research in order to support students with becoming skilled readers. The English Language Arts program is fully-aligned with the ELA CCSS and CA Preschool Transitional Kindergarten Learning Foundation ("CA-PTKLF") for Transitional Kindergarten through fourth grade. Our teachers utilize a high quality comprehensive curriculum, which is based on the science of reading research with explicit instruction in phonemic awareness, phonics, vocabulary, language and reading comprehension and writing. In addition, our teachers also administer literacy diagnostics three times per year as well as a progress monitoring assessment. Teachers engage their students in ELA for up to 120 minutes on a daily basis.

<table>
<tr><th colspan="2">Transitional Kinder</th></tr>
<tr><td colspan="2">Creative Curriculum:

The Creative Curriculum for Transitional Kindergarten program builds a seamless bridge from preschool to kindergarten through a hands-on, play-based, and developmentally appropriate approach. This curriculum nurtures the whole child, harnesses the power of play and hands-on investigation, supports multilingual learners, and fosters strong family connections.

Designed to promote curiosity and holistic development, it provides essential tools to simplify and enhance teachers' instructional efforts, ensuring success in every critical area of a child's growth and learning.</td></tr>
<tr><td>The Foundation
● Foundation Volumes
● Volume 1: The Foundation
● Volume 2: Interest Areas
● Volume 3: Social–Emotional, Physical & Cognitive
● Volume 4: Language & Literacy
● Volume 5: Mathematics
● Volume 6: Science and Technology, Social Studies & the Arts
● Volume 7: Objectives for Development & Learning, Birth Through Third Grade
● Curriculum Guide</td><td>Teaching Guides
● The First Six Weeks
● Percussion Instruments
● Architecture
● Grocery Store
● Seeds
● Cameras
● Light
● Getting Ready for Kindergarten
● Intentional Teaching Experiences
● Mighty Minutes
● Children's Book Collection and 16

Book Discussion Cards
● Highlights
● 3-Step Instruction Cards
● Photo Cards
● Letter Cards</td></tr>
</table>

	● Phonogram Cards ● Numeral Cards

The following table provides a summary of how Common Core ELA standards may be covered by grade level as well as how structured literacy components are addressed in grades K-4.

TK	Transitional kindergarten students start to build foundational literacy skills with a primary focus on oral language development, including both their listening and speaking skills. Students have daily opportunities to interact with adults and one another through structured language experiences and play-based conversations. In addition, students begin to develop their sense of phonological awareness, including phonemic awareness. Students continue to understand and use an increasing variety of words to describe their interactions in the world. Students begin to understand print and text structure by listening to and telling stories, and they begin to identify their letters and sounds, which will set them up for further success in kindergarten.
K	Kindergarten students continue building foundational literacy skills through speaking, listening, reading, and writing. Students develop print concepts, letter recognition, phonological awareness, and phonics skills. They learn to identify and produce rhymes, blend and segment sounds, and recognize high-frequency words. Through interactive read-alouds and shared reading experiences, students ask and answer questions about key details, identify characters and settings, and retell stories. Students participate in collaborative conversations, follow discussion rules, and express ideas clearly. Writing instruction focuses on drawing, dictating, and writing to share opinions, information, and narratives.
First	First grade students strengthen foundational reading skills by applying phonics and word analysis strategies to decode increasingly complex texts. Students read literature and informational texts, identify main ideas and key details, compare characters and events, and ask and answer questions to demonstrate comprehension. Speaking and listening standards emphasize collaborative discussions and oral presentations. Students write opinion pieces, informative/explanatory texts, and narratives with clear beginnings, details, and endings. Language instruction focuses on grammar, capitalization, punctuation, vocabulary development, and the use of context clues.
Second	Second grade students develop reading fluency and comprehension through literature and informational texts. Students determine central messages, describe character responses, identify text features, and explain connections between events and ideas. Writing instruction focuses on creating organized opinion, informative, and narrative pieces supported by facts and details. Students engage in collaborative discussions,

	recount experiences, and present information orally. Language standards emphasize grammar, sentence structure, vocabulary acquisition, and the use of reference materials to clarify word meanings.
Third	Third grade students transition from learning to read toward reading to learn. Students read grade-level literature and informational texts, determine main ideas, describe characters and their motivations, explain relationships among events, and compare texts. Students cite evidence from texts to support responses. Writing instruction emphasizes opinion, informative, and narrative writing with clear organization and supporting details. Students conduct short research projects, gather information from sources, and present findings. Language standards focus on academic vocabulary, conventions of standard English, and effective communication skills.
Fourth	Fourth grade students read increasingly complex literary and informational texts and use evidence to support analysis. Students determine themes, summarize texts, explain text structures, interpret information presented in different formats, and compare multiple accounts of events. Writing instruction focuses on developing well-organized opinion pieces, informative/explanatory texts, and narratives with elaboration and evidence. Students conduct research, take notes, and integrate information from multiple sources. Speaking and listening standards emphasize collaborative discussions, presentations, and critical thinking. Language standards focus on grammar, vocabulary acquisition, figurative language, and precise word choice.

2. English Language Development: CORE

English Language Development (Core): Our administrative team will observe teachers regularly, providing feedback on Multilingual Learners' support and ELD strategies. Additionally, teachers will receive three Professional Development (PD) sessions designed specifically for improving integrated ELD strategies and best practices. During these PD meetings, a school administrator 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 VAES is aligned with the California English Language Development Standards (Kindergarten through Grade 12). Our Multilingual Learner students are specifically grouped based on their English Language Proficiency and placed in ELD

small groups. Teachers meet with their Multilingual Learners regularly. 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 Dataworks 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.

Designated ELD Curriculum Description
Designated English Language Development ("ELD") curriculum is designed for Multilingual Learners and native speakers learning to read. It employs a systematic, synthetic phonics approach, progressing from foundational skills to more complex concepts, ensuring consistency in teaching reading, writing, and language use across all levels. The curriculum encompasses eight daily modules—phonemic awareness, phonics, spelling, vocabulary, reading comprehension, listening & speaking, language, and writing. Aligned with California ELD Standards and the Common Core Standards, the designated ELD curriculum offers a turnkey solution adaptable to various instructional timeframes. Potential examples of curriculum include, but are not limited to, Dataworks Launch to Literacy and Link to Literacy.
Assessment, Data, and Progress Monitoring
• Initial ELPAC • Summative ELPAC • Interim ELPAC • Alternative ELPAC • Curriculum Unit Assessments • i-Ready Diagnostic 1, 2, 3 • Student Writing Samples • Progress Monitoring on Bright's Star's Internal MLL 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. In 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.

Content teachers and school leaders collaborate to ensure Integrated ELD strategies and supports are provided to meet student needs. Strategies and supports include:

- 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

3. History – TK - 4th Grade - CORE

The social studies program at VAES is aligned to the History-Social Science Content Standards for California for grades TK-4th grade. In order to cover these standards, the school utilizes a combination of teacher created materials and supplementary curriculum. The use of supplementary materials that align to California State Standards, like Social Studies Weekly, are also interwoven throughout the year. Teachers backwards plan and develop the social studies curriculum based on these standards and teach social studies aligned units throughout the school year. In addition, teachers utilize different strategies such as project based learning to help students develop project presentations that utilize the social studies standards as the primary focus. This is a time where students utilize their reading, writing, and mathematical skills to learn about social studies concepts and apply these skills to explore, research, and decide how they will present the information they have learned throughout the social studies units.

Embedded in our ELA curriculum, students are assessed on social studies standards alongside ELA standards. Projects are also assigned and used as assessments to evaluate how students apply their learning of social studies standards. These interdisciplinary projects often emphasize real-world relevance, including themes of social outreach and how communities engage with their environments to meet human needs. Through this approach, students explore the interconnectedness of people, place, and purpose, developing both academic skills and a sense of civic and environmental responsibility.

The following table provides a summary of how history standards may be covered by grade level.

TK/K	Transitional Kindergarten and Kindergarten students begin the year learning what it means to be a good citizen in class. We discuss how to behave inside and outside the classroom by having circle time, engaging in one-on-one conversations, or role-playing. Students track the months of the year, days of the week, and weather during daily calendar time. The first unit of study students focus on is understanding people who work in our community. They learn about neighborhoods and different kinds of homes, various jobs throughout the community, and how to help our community. Students then move on to learning about Now and Long Ago. We focus on being able to tell the difference between the past, present, and future. Students learn how people had to build their own homes in the past, build a fire to cook their food, and grow their own vegetables. We also learn about how school was in the past. We look at pictures of schools in the past and compare what we see to how schools are now. Lastly, students will explore what it means to be part of the American story by learning about the different cultures, identities, and traditions that shape our shared national identity.
First	In first grade, we start the year off learning about how important it is to be a good and responsible citizen. Students learn about the importance of following rules, making good choices, being honest, and showing good sportsmanship. Next, students learn about United States history and our laws, symbols, past presidents, and the importance of voting. After that, we begin a new unit on the Pilgrims and Native Americans. We explore how they planted their own food, made their own clothing, and built their homes. Students learn about the relationship between the Pilgrims and Native Americans and how the Native Americans helped the Pilgrims adapt and live off the land. In February, we focus on the contributions of African American leaders who helped shape our communities and history. Students engage in activities and projects that encouraged them to connect with their own identities and reflect on the impact of diverse change makers within our broader community. Our next unit, Families of Long Ago and Today, has students compare and contrast life in the past and present, learning about the value of diversity, culture, and tradition. Students then develop basic mapping skills, including cardinal directions and how to read a simple map using symbols and a legend. We close out the year with a unit on Economics, where students learn about supply and demand, as well as the importance of saving and spending money wisely. Throughout the year, students complete daily writing assignments to demonstrate

	understanding of learning objectives, and lessons were supported with engaging books, visuals, and videos to bring history and community to life.
Second	In second grade, students work on the following units of study in social studies: family heritage, geography and mapping, government, and historical heroes. Students begin with learning about where they are in a community, and what a community means and looks like. They are able to create a nested community within their life. Students then get to use a timeline while simultaneously learning about their ancestors. Students will be able to interview a family member, and create a timeline for the important dates and events that took place in that person's life. Students also get to experience our government structure, and the basic principles of a government. Finally, through research, students will get to learn about a variety of heroes from the past, who have done things that have affected our present.
Third	In third grade, students engage in the following units of study in social studies: geography of the local region, California Native tribes, development of the local community over time, American citizenship, symbols and government, and the economy. Students begin the year learning about their local regions and exploring the various factors that influenced people to settle in California. They then explore the first people in their community and learn about the variety of Native American tribes that thrived in California. In small groups, students research a Native American region—such as the Southwest, North, Great Plains, or the East—and use their findings to create and present a group project to the class. As the year progresses, students learn about the U.S. Constitution and the Declaration of Independence and their importance in shaping American democracy. They also explore the judicial system, including how laws are enforced and what happens when a law is violated. Finally, students examine how natural resources within their community impact the local economy and explore basic economic principles and concepts. Across the year, the school emphasizes learning experiences that build students' content knowledge through meaningful, real-world connections. This may include visits to the Autry Museum and the Wishtoyo Foundation, experiences the school plans to continue offering in order to deepen student understanding of California history and indigenous cultures.
Fourth	In fourth grade, students focus on California as a changing state. Their units of study include: The main regions of California, the California Missions, the Gold Rush, Local, State, and Federal Governments. Students begin the year learning about the four different regions of California and exploring the different landforms and economy in each region. They form research groups to explore the special activities and commerce

each region offers. Students are divided into the Mountain, Ocean, Valley, and Desert regions. As a culminating activity, students design a vacation trip to their assigned region using their research. As the year progresses, students learn about the westward movement that led to the founding of California Missions. They explore the importance of the California Missions and its impact on California today. Students work independently to research a specific Mission and utilize their research to write an informative paper and create a Mission replica through various media. Finally, students will learn about the basic structure of our Local, State, and Federal Governments.

4. Science -K - 4th (CORE)

At VAES Elementary School, we believe every child is a scientist—curious, capable, and full of wonder about the world around them. That's why we are committed to providing a strong foundation in science from the earliest grades. Early exposure to high-quality science instruction not only builds critical thinking and problem-solving skills, but also supports language development, literacy, and a lifelong love of learning.

To support this vision, VAES implements the Amplify Science curriculum in grades K–4. Fully aligned with the Next Generation Science Standards (NGSS) and highly rated by EdReports, Amplify Science offers a rich, three-dimensional learning experience that is phenomena-based, literacy-rich, and engaging.

Each unit centers on an anchor phenomenon, guiding students to explore real-world scientific concepts through observation, questioning, investigation, and reflection. Lessons are structured around coherent storylines that integrate the Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs)—ensuring conceptual depth, procedural rigor, and analytical thinking.

Classroom learning experiences are hands-on and student-centered, encouraging collaboration, academic discourse, and evidence-based reasoning. Students read, write, model, and experiment—developing both scientific knowledge and communication skills. Amplify is thoughtfully designed to support all learners, with built-in scaffolds and culturally responsive practices that ensure equity and access.

At VAES, we are proud to create an environment where students don't just learn about science—they do science. By fostering curiosity and empowering students to think and act like scientists, we help them build the skills and confidence to understand and shape their world—today and in the future

The Amplify Science program is rooted in the proven, research-based pedagogy of Do, Talk, Read, Write, Visualize, which engages students through multiple modalities and deepens their understanding of scientific phenomena.

Do
First-hand investigations are an essential part of every science unit. Students engage in hands-on activities ranging from building models of protein molecules to experimenting with electrical systems, allowing them to actively explore scientific concepts.

Talk
Meaningful student-to-student discourse and full-class discussions are integral to the program. Students regularly participate in scientific argumentation, fostering collaboration and communication skills in a supportive classroom environment.

Read
Students read scientific articles focused on gathering evidence related to their investigations. These literacy-rich activities emphasize questioning and recording observations as students engage with current, relevant scientific topics.

Write
Reflecting real-world scientific practice, students write evidence-based scientific arguments. They clearly articulate how collected evidence supports specific claims, strengthening their reasoning and analytical skills.

Visualize
Using digital simulations and modeling tools, students create visual representations of their thinking—just as scientists and engineers do. This allows them to explore concepts beyond what can be physically observed, making learning more authentic and engaging.

	Next Generation Science Standards Summary by Grade
TK/K	Kindergarten students explore science through real-world problems by taking on the roles of scientists and engineers. In **Needs of Plants and Animals**, they investigate how to support monarch caterpillars in a shared garden. In **Pushes and Pulls**, they explore how forces affect motion by designing pinball machine models. In **Sunlight and Weather**, students study how sunlight changes surface temperatures and causes

	flooding, using data and models to explain weather patterns. These units build early scientific thinking and problem-solving skills.
First	First-grade students explore science through hands-on investigations and real-world roles. In **Animal and Plant Defenses**, they act as marine scientists to explain how sea turtles and their young protect themselves from predators. In **Light and Sound**, they become engineers designing shadow scenery and sound effects for a puppet show, learning about cause and effect. In **Spinning Earth**, students investigate patterns in the sky to explain why people in different places see different things, building understanding of day and night cycles.
Second	Second-grade students explore science through real-world problems and hands-on roles. In **Plant and Animal Relationships**, they act as plant scientists to investigate why new chalta trees aren't growing in a forest and analyze data to find a solution. In **Properties of Materials**, students become glue engineers, testing materials and presenting evidence for the best glue mixture for school use. In **Changing Landforms**, they take on the role of geologists to understand how and why a nearby cliff is eroding and assess the safety of keeping a recreation center open.
Third	Third-grade students explore science through real-world roles and hands-on investigations. In **Balancing Forces**, they model how a floating train works to explain the science behind it to concerned citizens. In **Inheritance and Traits**, students act as wildlife biologists to investigate why an adopted wolf has certain traits, exploring heredity and environmental influences. In **Environments and Survival**, they become biomimicry engineers, studying how traits affect survival and applying their understanding to manage invasive plants. In **Weather and Climate**, students work as meteorologists to analyze weather data and recommend the best location for a new orangutan reserve, considering climate and natural hazards.
Fourth	Fourth-grade students take on real-world roles to solve meaningful science challenges. In **Energy Conversions**, they act as systems engineers to design a more reliable electrical system for a town experiencing blackouts. In **Vision and Light**, they investigate how artificial light affects gecko populations as conservation biologists. In **Earth's Features**, students work as geologists to explain how fossils form and what they reveal about the Earth's past. In **Waves, Energy, and Information**, they become marine scientists studying dolphin communication and explore how sound waves can be used to send information.

5. Math (Math Skills and Problem Solving) - TK-4th Grade - CORE

At VAES, 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, alongside a strong foundation in number and operations to ensure success in secondary school and beyond. Ultimately, we aim to improve mathematics learning outcomes for all students, and 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. The mathematics program at VAES is fully aligned with the State Standards in Mathematics for grades K through Fourth Grade. Our teachers use inquiry and problem-based materials, such as Bridges in Mathematics (The Math Learning Center) and Illustrative Mathematics, to deliver the CCSS in Mathematics. When adopting core curriculum and supplemental resources, we ensure teachers are trained on key features and lesson structures in alignment with our vision and commitments to students.

Math Curriculum Summary by Grade	
TK/K	In kindergarten, students begin developing their number sense by learning to read, write, count, and compare numbers 0 to 20. Then, we introduce adding and subtracting within 10 and then later expand to 20. Students use a variety of manipulatives such as connecting cubes, counters, ten frames, dice, and base ten blocks to help them understand addition as putting together and subtraction as taking apart. Next, they progress to numbers beyond ten, specifically teen numbers, and learn about composing and decomposing numbers 11-19 by using groups of 10 and some more 1's. Ultimately, building students' understanding of place value. Lastly, towards the end of the year, students focus more on math vocabulary terms that relate to measurement, classification, positional words and 2D/3D shapes.
First	In first grade, students continue to work on developing understanding of addition, subtraction, and strategies for addition and subtraction within 20. Use of manipulatives such as cubes and number lines and strategies like counting on help

	students to develop their number sense. They study whole number relationships and place value, including grouping in tens and ones. They extend the counting sequence to 120 and use their understanding of place value to add and subtract. Manipulatives such as base 10 blocks and work mats provide them the chance to have concrete experience with place value and regrouping. They collect data to create different types of charts and graphs, such as tally charts, bar graphs, and picture graphs. They read and analyze data on such charts and graphs. Students develop understanding of linear measurement and measuring lengths. They work with various objects in the classroom to measure length by iterating length units. They also learn to tell and write time with the use of analog clock manipulatives, and reason and discuss time by solving real life problems regarding time. Lastly, they reason about attributes of geometric shapes, as well as compose and decompose geometric shapes.
Second	In second grade, students continue to work on mastering their basic addition and subtraction facts and further develop their number sense by working with number grids, number lines, base ten blocks, place value mats, and more. They begin the year with reviewing place value, how to skip count by 2's, 5's, and 10's, and finding number patterns. They also work on learning their single-digit addition and subtraction facts with automaticity. They then utilize these foundational skills to progress to adding and subtracting two and three digit numbers up to 1,000 with regrouping. Thereafter, students explore repeated addition as a foundation for multiplication as well as how to use units of measurement such as inches, feet, centimeters, and meters to make comparisons between objects. Additionally, they practice how to solve problems involving telling time and money. They also learn how to represent and analyze data in charts, bar graphs, line plots and picture graphs. Lastly, they focus on geometry. The students explore two and three dimensional shapes and study attributes such as sides, vertices, edges and faces. They also investigate how to find the area of an object and how to divide shapes into equal parts, further preparing them for multiplication, division, and fraction work in the next grade.
Third	In third grade, students begin the year reviewing and reinforcing the concepts of place value. Then, they work to solidify their conceptual understanding, fluency, and application of triple-digit addition and subtraction. As the year progresses, they learn the basic foundations of multiplication and division. They work with manipulatives, using a hands on approach, to solidify their understanding. Once they have a strong foundation of what multiplication and division are, they work on learning their multiplication and division facts with automaticity; building their proficiency in utilizing a variety of strategies to solve multiplication and division problems. They learn and apply various mathematical properties such as the

	identity, commutative, associative, and distributive properties. Additionally, they learn to understand, plan, solve and check word problems using multiple operations and multiple steps. Next, they develop an understanding of fractions as part of a whole and part of a set. They learn how to read, write and represent fractions as well as how to solve number stories involving fractions. Students also explore when a fraction is equivalent to one whole and when a fraction represents a number greater than one whole. They also practice how to identify equivalent fractions and how to compare fractions. Students then practice how to measure capacity and mass, how to tell time to the minute, calculate time intervals, how to represent and interpret data on scaled graphs, and how to find the perimeter and area of objects. Lastly, students explore concepts of geometry including angles, polygons, and quadrilaterals.
Fourth	In fourth grade, students begin the year reviewing and reinforcing the concept of place value for multi-digit numbers. Then, they move on to adding and subtracting multi-digit numbers. They work on developing their understanding and fluency in multiplying one- and two-digit numbers. This prepares them to engage in solving a variety of word problems using the four operations. The fourth graders analyze patterns and sequences to gain familiarity with factors and multiples. As the year progresses, fourth graders develop their understanding of equivalent fractions, decimal notation for fractions, and comparing decimal fractions. Additionally, they work on solving problems involving measurement and conversion of measurement from a larger unit to a smaller unit, representing and interpreting data, and understanding concepts of perimeter and area. Lastly, fourth graders work on measuring, drawing and identifying lines and angles, and classify shapes by their properties of lines and angles.
Fifth	IM Grade 5 includes several big ideas. Those include students developing fluency with addition and subtraction of fractions, and developing understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions). Students continue to extend their understanding of division to two-digit divisors. They also move on to developing an understanding of operations with decimals to hundredths, and developing fluency with whole-number and decimal operations. Another core concept students develop is an understanding of volume.

6. Physical Education - Core

At VAES, our physical education curriculum Push Play PE is structured around developing essential motor skills, coordination, and teamwork abilities aligned with Physical Education Standards. Each unit and lesson is crafted to progressively build upon these foundational elements,

fostering physical fitness, sportsmanship, and lifelong enjoyment of physical activities among our students.

High Level Overview of Physical Education Standards at VAES
Standard 1: Motor Skills and Movement Patterns Students build foundational movement skills through group activities focusing on agility, footwork, and body movement drills. They practice: ● Agility drills that improve quickness and coordination. ● Footwork exercises to enhance movement efficiency. ● Body movement drills to develop control and balance. Standard 2: Movement Concepts and Strategies Students apply movement concepts and strategies in various activities: ● Hand-eye coordination activities using a tennis ball and Frisbee enhance coordination and accuracy. ● Introduction to team sports like soccer, handball, and basketball introduces dribbling, passing, shooting, and teamwork tactics. Standard 3: Physical Fitness Assessment and Maintenance Students assess and maintain physical fitness through these activities: ● Engaging in team sports and drills helps students improve cardiovascular endurance and muscular strength. ● Regular practice in agility and movement drills supports flexibility and overall physical fitness. Standard 4: Physical Fitness Concepts and Strategies Students learn physical fitness concepts and strategies through participation in these activities: ● They understand the fitness benefits of agility training, footwork drills, and team sport skills. ● Students apply principles of exercise such as warm-ups, cooldowns, and progressive skill development. Standard 5: Psychological and Sociological Concepts Students explore psychological and sociological aspects through team sports and coordination exercises: ● They develop teamwork skills and sportsmanship through group activities like soccer and basketball. ● Students learn about cultural influences and teamwork dynamics in different sports contexts.

Source: CA Physical Education Standards

By integrating these activities, students not only build foundational movement skills but also apply movement concepts, assess physical fitness, learn fitness concepts, and understand psychological and sociological aspects relevant to physical activity. This integrated approach ensures a comprehensive physical education experience.

1.8b: Intervention and Enrichment Programs

A cornerstone of VAES is our robust enrichment program, which offers students a wide range of engaging experiences both during and after the school day. During the school day, all students participate in weekly dance classes that incorporate elements of the performing arts. These lessons are made possible through strong partnerships with organizations such as Everybody Dance LA, YMCA Play, and Drama Works. In addition to learning physical movements and games, students are taught choreographed routines that they proudly showcase to families twice a year—once in the winter and again in the spring.

After-school programming, provided in collaboration with partners like Woodcraft Rangers, extends these opportunities by offering activities in arts and crafts, music, and sports. Students also participate in lessons on healthy eating and cooking, further supporting their development of lifelong wellness habits.

At VAES, intervention plays a crucial role in addressing gaps in student learning. During the instructional day, ELA teachers pull leveled small groups to target specific gaps in student knowledge and skill. They use instructional materials such as DIBELS lessons and i-Ready Tools for Instruction. Starting in the 2024-25 school year, VAES adopted the Benchmark Advance phonics curriculum and small group curriculum to better address student needs in basic literacy. Math teachers also offer intervention groups during class time based on in-class observations and formative data.

Additionally, VAES provides small group intervention or tutoring after school, as outlined in Section 1.2. Students are identified for this program based on diagnostic data, formative assessment data, and teacher observation. Those who are three or more grade levels behind in reading or math are recommended for this intensive program to help close learning gaps.

VAES's Response to Intervention Model

At VAES, Response to Intervention ("RTI") is a multi-tiered approach designed for the early identification and support of students with potential learning and behavioral needs. The RTI model aims to improve outcomes for all students by aligning instruction and intervention with their needs and ensuring high-quality, consistent instruction. Additionally, VAES uses the RTI model to address disproportionality by focusing on differences in outcomes among various student groups rather than relying solely on head counts.

Key Components of the RTI Model

1. High-Quality, Research-Based Classroom Instruction

Effective instruction at VAES begins with the use of an evidence-based curriculum, which teachers differentiate to meet individual student needs. Four key components are critical to this approach:

- Teaching Essential Skills: Essential skills and strategies are taught regularly to equip students with the abilities necessary for understanding current and future work. For example, students are taught strategies for comprehending and summarizing complex informational texts across the curriculum.
- Formative Assessments: Teachers administer formative assessments and use the data to provide individualized instruction and to group students based on their zone of proximal development.
- Application of Skills: Skills and strategies are applied throughout the instructional day. For instance, summarizing strategies are used consistently across all disciplines to reinforce learning.
- Progress Monitoring: Student progress is monitored regularly. Teachers track progress within their classes on a weekly basis and across all subjects in monthly grade-level meetings. Students struggling across multiple areas may be referred for the Student Success & Progress Team.

2. Ongoing Student Assessment

At VAES, student data informs classroom instruction. Students are assessed consistently using various tools, including district-created benchmarks, teacher-created tests, interim assessments, assignments, and quizzes. Feedback is provided at least weekly, and formal assessments occur no less than every five weeks.

3. Tiered Instruction

The RTI model uses a multi-tiered approach to differentiate instruction based on student data:

- Tier 1: Core Instruction
  This tier involves delivering powerful instruction using an evidence-based curriculum. Effective teachers adapt the curriculum to meet student needs and provide differentiated instruction. Key components include teaching essential skills, using formative assessments, applying skills across disciplines, and monitoring progress regularly. Most students are expected to respond to these core strategies without needing additional interventions.
- Tier 2: Strategic Interventions
  For students who do not respond to Tier 1 instruction, Tier 2 involves strategic interventions. These interventions include small group and one-on-one instruction provided by teachers and/or teacher assistants. Specific instructional strategies are used to support students at risk of academic failure.
- Tier 3: Intensive Interventions
  Students requiring intensive support receive interventions tailored to their unique needs. These may include small-group remediation of prerequisite skills, supports to access content in the student's native language along with English language learner services, technology-assisted scaffolding, and after-school tutoring to reinforce learning and ensure mastery of critical concepts.

Students may receive support through programs like i-Ready, Epic!, or Data Works. Instructional specialists may request additional research-based resources as needed. Teachers use benchmark assessment data to identify students in need of extra support, and tutoring seats are primarily reserved for these students, though others may join as needed. Students requiring additional support are also assisted through the SSPT process with teachers, school counselors, or administrators. Through the RTI and SSPT processes (5-week cycles) and data collection, the school can identify which students may need to be evaluated for eligibility for special education services.

Students with ELD designations or receiving support through IEPs have access to additional support for homework, projects, and classwork from providers who can address their specific needs.

4. Parent Involvement

VAES values an active partnership between home and school. Parents are involved in creating individual learning plans through the Student Success and Progress Team approach. They are encouraged to volunteer for school activities, though this is not mandatory. Parents who do not volunteer are not penalized, and their involvement is appreciated but not required.

Curricular and Instructional Materials

VAES uses textbooks and materials aligned with the school's mission and vision of helping students to master the State Standards. The process by which curriculum materials will be selected

will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. VAES will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school wide plan.

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

VAES graduates will be critical consumers and users of technology that will help them be successful in high school, college, career, and life. Our students' technological skills develop through a developmentally appropriate approach; students become well-prepared for computer-based standardized tests and use well-vetted, research-based software to enhance learning and provide measurable intervention for students.

Teachers and staff model usage of the programs and support students as they are completing personalized learning time. As such, VAES has adopted a few computer-based learning tools and resources that support students' reading, math, or typing skills:

- i-Ready: Using Diagnostics and MyPath instruction, students receive personalized instruction in reading and math that are monitored closely by teachers and staff. This enables teachers to meet students at their level and use data to boost learning gains.

- Typing Club: This program is available for students to practice their typing skills, essential as they develop written arguments in all classes and complete the SBAC each year.

- Quill: This online platform provides free access to hundreds of writing and grammar activities. Students receive immediate feedback on their work, and teachers identify student needs and measure growth with diagnostics and reports.

- IXL: IXL provides personalized Math and Reading instruction so that students can master essential skills at their own pace through fun and interactive questions, built-in support, and motivating awards.

- Google Classroom: This platform merges many Google Suite resources (e.g., Google Doc, Sheets, Google Forms) so that teachers can create engaging learning experiences, organize student assignments, and support students' development of essential cloud-based programs for aspiring professionals.

- Panorama Education - Panorama is a data-driven platform that supports VAES in understanding and improving stakeholder outcomes related to social-emotional learning

(SEL), school climate, and engagement. Through parent, student and staff surveys, Panorama helps educators tailor supports and interventions to meet student needs.

- 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.

1.8c: Independent Study

Bright Star Schools has developed and adopted a Board approved Independent Study policy in accordance with Education Code Section 51744-51747. 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.

1.14: Transitional Kindergarten Program

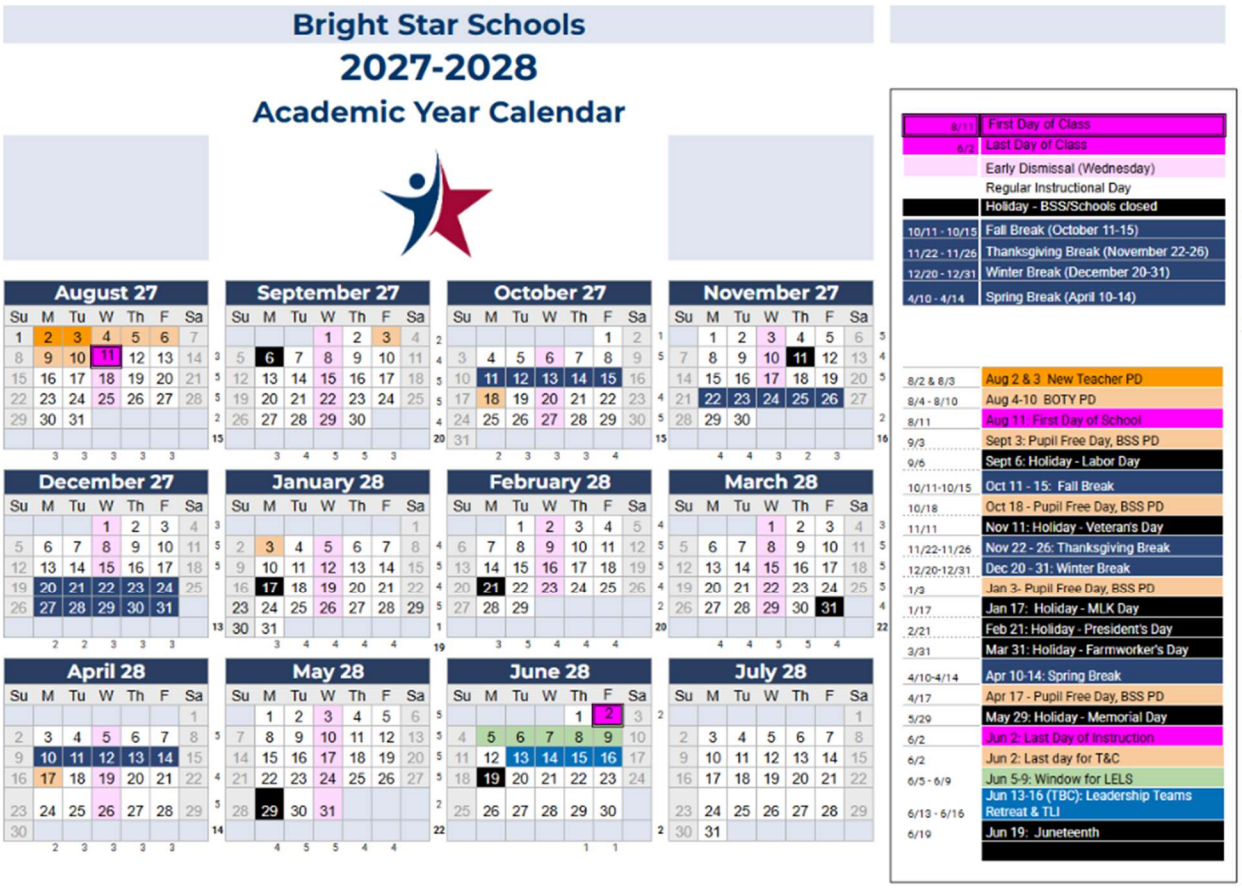
The scope and sequence for transitional kindergarten through fourth grade will be based on the State Standards and the CA Preschool Transitional Kindergarten Learning Foundations ("CA PTKLF").

Valor Academy Elementary School shall comply with all applicable requirements regarding transitional kindergarten and will create a supportive program which employs research-based practices for early childhood development. The Charter School will maintain the requisite classroom and adult to pupil ratio mandated by Education Code Section 48000(g) in its TK classrooms. We will provide significant exposure to language development for all students, especially our students who speak languages other than English at home, and we will differentiate

instructional and social needs for each student, maintaining a small classroom size. The transitional classroom will use the Creative Curriculum program, which aligns with CA PTKLF standards and is research-based to integrate mathematics, literacy, science, and social studies into interdisciplinary units. This hands-on, whole-child approach emphasizes individualized and equitable learning, providing strong support for both teachers and families. The curriculum mirrors that of our kindergarten program, with instructional delivery tailored to the differentiated needs of students through ongoing data collection and analysis.

Please see Element 1.9: Curriculum and Instructional Materials for more information on the TK curriculum and aligned resources.

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



Additional VAES specific early dismissal days (not specified on calendar):

- August: 12, 13
- September: 20, 21, 23, 24
- October: 8, 29
- November: 19
- December: 17
- January: 10, 11, 13, 14
- February: 18
- March: --
- April: 7
- May: 26, 30, 31
- June: 1, 2

1.16: Sample Daily Schedules

The following include a sample regular day schedule, which occurs four times during a typical week.

<table>
<tr><td colspan="2"></td><td colspan="6">Regular Day
M, T, Th, F</td></tr>
<tr><td></td><td></td><td>TK</td><td>Kinder</td><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td></tr>
<tr><td rowspan="13">8:00 AM</td><td>0</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td><td rowspan="3">Morning Meeting
8:00 AM - 8:15 AM
15 Minutes</td></tr>
<tr><td>5</td></tr>
<tr><td>10</td></tr>
<tr><td>15</td><td rowspan="5">Designated ELD/EO
Heggerty
8:15 AM - 8:45 AM
30 Minutes</td><td rowspan="3">Number Corner
8:15 AM - 8:35 AM
20 Minutes</td><td rowspan="3">Number Corner
8:15 AM - 8:35 AM
20 Minutes</td><td rowspan="3">Number Corner
8:15 AM - 8:35 AM
20 Minutes</td><td rowspan="8">ELA
8:15 AM - 9:40 AM
85 Minutes</td><td rowspan="8">Specials
8:15 AM - 9:05 AM
50 Minutes</td></tr>
<tr><td>20</td></tr>
<tr><td>25</td></tr>
<tr><td>30</td><td rowspan="5">Bridges Math
8:35 AM - 9:25 AM
50 Minutes</td><td rowspan="5">Bridges Math
8:35 AM - 9:25 AM
50 Minutes</td><td rowspan="5">Bridges Math
8:35 AM - 9:25 AM
50 Minutes</td></tr>
<tr><td>35</td></tr>
<tr><td>40</td></tr>
<tr><td>45</td><td rowspan="3">Focused Project Learning
8:45 AM - 9:10 AM</td></tr>
<tr><td>50</td></tr>
<tr><td>55</td></tr>
<tr><td></td><td>0</td></tr>
</table>

9:00 AM	5	*25 Minutes*					Transition
	10	Specials 9:10 AM - 9:55 AM *45 Minutes*					Small-Group Instruction 9:10 AM - 9:40 AM *30 Minutes*
	15						
	20						
	25		ELA Block 1 9:25 AM - 9:55 AM *30 Minutes*	Designated ELD/EO 9:25 AM - 9:55 AM *30 Minutes*	ELA Block 1 9:25 AM - 9:55 AM *30 Minutes*		
	30						
	35						
	40					Recess 9:40 AM - 9:50 AM	Recess 9:40 AM - 9:50 AM
	45						
	50	Transition				Transition	Transition
	55	Recess 9:55 AM - 10:05 AM Kinderland	Recess 9:55 AM - 10:05 AM Zone B	Recess 9:55 AM - 10:05 AM Zones C & D	Recess 9:55 AM - 10:05 AM Zones C&D		
10:00 AM	0						
	5	Transition	Transition	Transition	Transition		
	10	Math 10:10 AM - 10:55 AM *45 Minutes*	ELA Block 2 10:10 AM - 11:20 AM *70 Minutes*	ELA Block 1 10:10 AM - 11:10 AM 60 Minutes	ELA Block 2 10:10 AM - 11:20 AM *70 Minutes*	Specials 9:55 AM - 10:45 AM *50 Minutes*	Block 1 9:55 AM - 11:20 AM *85 Minutes* ELA: 85 Minutes Math: 85 Minutes ELD/EO: 30 Minutes + Science/SS: 55 Minutes
	15						
	20						
	25						
	30						
	35						
	40						
	45					Transition	
	50						
	55	Outdoor Learning 10:55 AM - 11:15 AM *20 Minutes*				Small-Group Instruction 10:50 AM - 11:20 AM *30 Minutes*	
11:00 AM	0						
	5						
	10			Specials 11:10 AM - 12:00 PM *50 Minutes*			
	15	Language & Literacy 11:15 AM - 12:05 PM					
	20		M, Th: Science		M, Th: Science	Lunch	Lunch
	25						

	30	*50 Minutes*	W, F: Social Studies 11:20 AM - 12:05 PM *45 Minutes*		W, F: Social Studies 11:20 AM - 12:05 PM *45 Minutes*	11:20 AM - 12:00 PM EAT FIRST	11:20 AM - 12:00 PM EAT FIRST
	35						
	40						
	45						
	50						
	55						
12:00 PM	0			Transition		Transition	Transition
	5	Lunch 12:05 PM - 12:45 PM EAT FIRST	Lunch 12:05 PM - 12:45 PM EAT FIRST	Lunch 12:05 PM - 12:45 PM PLAY FIRST	Lunch 12:05 PM - 12:45 PM PLAY FIRST		
	10						
	15						
	20						
	25						
	30						
	35						
	40						
	45	Transition	Transition	Transition	Transition	Math 12:05 PM - 1:30 PM *85 Minutes*	Math 12:05 PM - 1:30 PM *85 Minutes*
	50	Nap Time 12:50 PM - 1:50 PM *60 Minutes*	Small-Group Instruction 12:50 PM - 1:15 PM *25 Minutes*	*ELA Block 2* 12:50 PM - 1:30 PM *40 Minutes*	Specials 12:50 PM - 1:40 PM *50 Minutes*		
	55						
1:00 PM	0						
	5						
	10						
	15		Designated ELD/EO 1:15 PM - 1:45 PM *30 Minutes*				
	20						
	25						
	30			Small-Group Instruction 1:30 PM - 2:00 PM *30 Minutes*		Transition	Transition
	35						
	40				Transition		
	45		Specials 1:45 PM - 2:35 PM *50 Minutes*		ELD/EO 1:45 PM - 2:15 PM *30 Minutes*	ELD/EO 1:35 PM - 2:05 PM	ELD/EO 1:35 PM - 2:05 PM
	50						
	55						

2:00 PM	**0**	Choice Time & SEL 1:55 PM - 2:40 PM *45 Minutes*		M, Th: Science W, F: Social Studies 2:00 PM - 2:45 PM *45 Minutes*			
	5					M, Th: Science W, F: Social Studies 2:05 PM - 2:55 PM	M, Th: Science W, F: Social Studies 2:05 PM - 2:55 PM
	10						
	15						
	20				Small-Group Instruction 2:15 PM - 2:50 PM *35 Minutes*		
	25						
	30						
	35		Transition				
	40	Daily Closing 2:40 PM - 2:55 PM *15 Minutes*	Daily Closing 2:40 PM - 2:55 PM *15 Minutes*	Daily Closing 2:45 PM - 2:55 PM *10 Minutes*			
	45						
	50				Daily Closing 2:50 PM - 3:05 PM *15 Minutes*		
	55	Dismissal @ 2:55 PM	Dismissal @ 2:55 PM	Dismissal @ 2:55 PM		Transition	Transition
3:00 PM	**0**						
	5				Dismissal @ 3:05	Dismissal @ 3:05	Dismissal @ 3:05
Total Daily Instructional Minutes		300	365	365	375	375	375

The following include a sample early release day schedule, which occurs one time during a typical week and during special events, like family conferences.

		Early Release Day W					
		TK	**Kinder**	**1st**	**2nd**	**3rd**	**4th**
8:00 AM	**0**	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*	Morning Meeting 8:00 AM - 8:15 AM *15 Minutes*
	5						
	10						
	15	SEL 8:15 AM - 8:35 AM *20 Minutes*	SEL 8:15 AM - 8:35 AM *20 Minutes*	SEL 8:15 AM - 8:35 AM *20 Minutes*	SEL 8:15 AM - 8:35 AM *20 Minutes*	SEL 8:15 AM - 8:35 AM *20 Minutes*	SEL 8:15 AM - 8:35 AM *20 Minutes*
	20						
	25						
	30						

	35	ELD/EO Heggerty 8:35 AM - 9:05 AM *30 Minutes*	Number Corner 8:35 AM - 8:55 AM *20 Minutes*	Number Corner 8:35 AM - 8:55 AM *20 Minutes*	Number Corner 8:35 AM - 8:55 AM *20 Minutes*	ELA 8:35 AM - 9:40 AM *65 Minutes*	ELA 8:35 AM - 9:40 AM *65 Minutes*
	40						
	45						
	50						
	55						
9:00 AM	0		Bridges Math 8:55 AM - 9:55 AM *60 Minutes*	Bridges Math 8:55 AM - 9:55 AM *60 Minutes*	Bridges Math 8:55 AM - 9:55 AM *60 Minutes*		
	5	Focused Project Learning 9:05 AM AM - 9:30 AM *25 Minutes*					
	10						
	15						
	20						
	25						
	30	Math Block 1 9:35 AM - 9:55 AM *20 Minutes*					
	35						
	40					Recess 9:40 AM - 9:50 AM	Recess 9:40 AM - 9:50 AM
	45						
	50					Transition	Transition
	55	Recess 9:55 AM - 10:05 AM Kinderland	Recess 9:55 AM - 10:05 AM Zone B	Recess 9:55 AM - 10:05 AM Zones C & D	Recess 9:55 AM - 10:05 AM Zones C&D		
10:00 AM	0						
	5	Transition	Transition	Transition	Transition		
	10	Math 10:10 AM - 10:35 AM *25 Minutes*	ELA 10:10 AM - 12:05 PM *115 Minutes*	ELA 10:10 AM - 12:05 PM *115 Minutes*	ELA 10:10 AM - 12:05 PM *115 Minutes*	Math 9:55 AM - 11:00 AM *65 Minutes*	Math 9:55 AM - 11:00 AM *65 Minutes*
	15						
	20						
	25						
	30						
	35	Language & Literacy 10:35 AM - 11:25 AM *50 Minutes*					
	40						
	45						
	50						
	55						
	0						

11:00 AM	5					SSR / Read Aloud 11:00 AM - 11:20 AM *20 Minutes*	SSR / Read Aloud 11:00 AM - 11:20 AM *20 Minutes*
	10						
	15						
	20						
	25	Choice Time 11:25 AM - 12:05 PM *40 Minutes*				Lunch 11:20 AM - 12:00 PM EAT FIRST	Lunch 11:20 AM - 12:00 PM EAT FIRST
	30						
	35						
	40						
	45						
	50						
	55						
12:00 PM	0					Transition	Transition
	5	Lunch 12:05 PM - 12:45 PM EAT FIRST	Lunch 12:05 PM - 12:45 PM EAT FIRST	Lunch 12:05 PM - 12:45 PM PLAY FIRST	Lunch 12:05 PM - 12:45 PM PLAY FIRST	ELD/EO 12:05 PM - 12:35 PM *30 Minutes*	ELD/EO 12:05 PM - 12:35 PM *30 Minutes*
	10						
	15						
	20						
	25						
	30						
	35					Science 12:35 PM - 1:10 PM *35 Minutes*	Science 12:35 PM - 1:10 PM *35 Minutes*
	40						
	45	Transition	Transition	Transition	Transition		
	50	SSR / Read Aloud 12:50 PM - 1:05 PM *15 Minutes*	SSR / Read Aloud 12:50 PM - 1:05 PM *15 Minutes*	SSR / Read Aloud 12:50 PM - 1:05 PM *15 Minutes*	SSR / Read Aloud 12:50 PM - 1:10 PM *20 Minutes*		
	55						
1:00 PM	0						
	5	Daily Closing 1:05 PM - 1:10 PM *5 Minutes*	Daily Closing 1:05 PM - 1:10 PM *5 Minutes*	Daily Closing 1:05 PM - 1:10 PM *5 Minutes*			
	10	Dismissal @ 1:10 PM	Dismissal @ 1:10 PM	Dismissal @ 1:10 PM	Daily Closing 1:10 PM - 1:20 PM *10 Minutes*	Transition	Transition
	15					Daily Closing 1:15 PM - 1:20 PM	Daily Closing 1:15 PM - 1:20 PM *5 Minutes*

						5 Minutes	
	20 25				Dismissal @ 1:20 PM	Dismissal @ 1:20 PM	Dismissal @ 1:20 PM
Total Daily Instructional Minutes		260	260	260	270	270	270

1.17 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	Yes	119	300	59	260					178	36000	51040	15040
K	Yes	119	365	59	260					178	36000	58775	22775
1	Yes	119	365	59	260					178	50400	58775	8375
2	Yes	119	375	59	270					178	50400	60555	10155
3	Yes	119	375	59	270					178	50400	60555	10155
4	Yes	119	375	59	270					178	54000	60555	6555
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	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

1.19 Professional Development

Philosophy

Valor Academy Elementary School, in partnership with Bright Star Schools, is committed to providing high-quality professional learning for teachers, instructional aides, behavior interventionists, paraprofessionals, and school leaders. We believe that strong student outcomes are achieved when educators possess deep content knowledge, effective instructional practices, and the skills necessary to create inclusive, engaging, and supportive learning environments. Professional learning is aligned to school and organizational priorities, informed by student achievement and school climate data, and designed to strengthen both academic rigor and school culture.

Leadership Development

The professional learning cycle begins with school leaders. During summer leadership development, leaders analyze academic, attendance, culture, and staff data to identify priorities and plan professional learning for the upcoming year. Throughout the school year, leaders continue to strengthen their practice through classroom observations, learning walks, instructional rounds, Communities of Practice, and leadership development opportunities.

Beginning-of-Year Professional Learning: Prior to the start of the school year, educators participate in organization-wide and site-based professional development designed to establish a strong foundation for teaching and learning. Topics include standards-aligned instruction, curriculum internalization, assessment practices, English Learner support, inclusive instructional strategies, restorative practices, classroom culture, and Tier 1 systems of support.

Professional learning is differentiated by role, experience level, grade span, and content area. New educators receive additional onboarding and targeted training to ensure a successful transition into the school community.

Ongoing Professional Learning

Professional learning continues throughout the year through a combination of whole-staff, differentiated, and individualized support. Staff engage in professional learning communities, grade-level and content-area collaboration, data analysis cycles, school-wide professional development, and targeted workshops based on identified needs.

Educators also receive ongoing coaching and feedback through classroom observations, coaching cycles, modeling, co-planning, and reflective conversations. Dedicated pupil-free professional development days provide opportunities for staff to analyze student achievement and school climate data, monitor progress toward goals, and refine instructional practices.

Together, these structures create a culture of continuous improvement in which all educators are supported to grow professionally and maximize their impact on student learning.

Data Informed: VAES 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 ("SVPLD") 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 School Leadership Team to use this information, alongside organizational priorities, to develop school wide goals. 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 CIO, other instructional School Support Team members, Senior Vice President of Student and Family Services ("SVPSFS"), SVPLDs, the VAES Principal, and the VAES School Leadership Team.

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 State Standards;
- Best practices in assessment and use of classroom level data
- Instructional practices that allow all students to be cognitively engaged
- 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 VAES 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 our assessment windows, 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, and 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, VAES teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis around high impact instructional and classroom culture strategies. VAES 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, planning Small Group Intervention, and brainstorming solutions for problems of practice). Additionally, teachers receive ongoing classroom practice feedback through our Teacher Coaching and Evaluation process.

Professional development will be provided by Bright Star Schools leaders, including the Director of Multilingual Learners, other content Directors, the Vice President of Inclusive (Special) Education, and Senior Director of Student Culture.

Elements of VAES Professional Development	
Topic	Description
DIBELS Curriculum Training	Teachers will receive training on data-informed instruction, allowing them to effectively use DIBELS assessment data to differentiate learning and meet the needs of all students.
Benchmark Advance Curriculum Training	Teachers will receive ongoing professional development in this program in order to emphasize the importance of using the Benchmark Advanced assessments to monitor student progress and meet the needs of all learners through hands-on multimodal strategies
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 and individualized instruction. They will also explore student data and resources to plan and monitor interventions and enrichment activities, ensuring that every student's needs are met.
1:1 Coaching	Instructional 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.
Content Cadres	Teachers will collaborate closely with Content Directors and/or lead teachers 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.
School Culture and Schoolwide Expectations	Teachers and staff will learn new skills and refine developing proficiencies in establishing and maintaining high expectations of student behavior, building positive relationships with students, and implementing restorative practices, developmentally appropriate consequences, and effective interventions to teach students self-control and emotion regulation skills.
Professional Learning Communities	VAES staff members will participate in a professional learning community to design effective instruction and/or conditions for student success, analyze student data, discuss trends and areas for development, and brainstorm effective action plans to increase student learning and promote students' senses of belonging and school safety.

1.20: 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 199our 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 Pass43, 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.

1.21: Meeting The Needs of English Learners

VAES 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 the program's success and modified when necessary

On an annual basis (on or about October 1), VAES shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement VAES's own English Learner Instructional/Master Plan. For the 2026-2027 school year, VAES will implement its own EL Master Plan. If VAES 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

- 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 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

Family Engagement

- English Learner Advisory Committee ("ELAC")

1.21a: 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.

1.21b: 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 techniques when students have difficulty understanding English. The Charter School also promotes the success of English Learners by valuing the home language as a critical resource and fostering a bilingual culture. VAES 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. Students who are ELs receive designated support. These supports take place at the end of the day during the personal learning period and/or intervention flexible block. 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 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.

1.21c: English Language Proficiency Assessment

The ELPAC results are to be accurately and permanently recorded in the Charter School's student information system. ELs with disabilities must be assessed with the initial or annual ELPAC. The results yield a three-part process for VAES:

- VAES 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 coaching meetings with teachers and in monthly meetings with the Multilingual Learner Director 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.

1.21d: Meaningful Access to Curriculum, Instructional Strategies, and Interventions for ELA/ELD Framework

VAES 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, VAES 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.

Strategic Support:

Strategic support is given to English Learners by their general education teacher. During the school day, a general education teacher will give a whole group lesson to English Learners and then follow up with a small group of students to ensure the content is mastered. Teachers will pull a small group of English Learners to target the instruction and support their English language development strategically.

Additional Support:
Depending on areas of need, other support such as technology has been incorporated. Students are given access to universal tools, designated supports and accommodations during state testing whenever appropriate and possible.

1.21e: Process of Annual Evaluation of the Charter School's EL Program

The Principal is the instructional leader at VAES 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 and content directors, conducts regular classroom observations and provides feedback and coaching.

In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs 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

1.21f: 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 Reclassified as Fluent English Proficient ("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 California Education Code and recommended by the State Board of Education ("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 VAES'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

Criteria	First-Year Kindergarten (TK)	Kindergarten (including Second-Year Kindergarten) through Grade 5
English Language Proficiency Assessments for California		Overall ELPAC Performance Level 4 or Alternate ELPAC Performance Level 3

Teacher Evaluation	**Exempt**: The California Department of Education has announced a new law (Assembly Bill 2268) that changes how English language testing is done for our transitional kindergarten students (TK). Starting with the 2024-25 school year, TK students will no longer be required to take the ELPAC to assess their English skills. This means that TK students are now exempt from this specific testing requirement, and any student identified as TBD should be tested once they reach Kindergarten. As the requirements for TK programs evolve, the CDE will continue to communicate with local educational agencies ("LEA") as needed.	English Language Arts Standard Met/ At Grade Level
Basic Skills Assessment		Standard Met or Standard Exceeded on the ELA SBAC (Grade 3-5) Or An Overall Approaching Grade Level Performance Level or Higher on i-Ready Reading Diagnostic Or DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 grade-level assessed measures
Parent Consultation		**Parent Opinion and Consultation**
SSPT Student Support and Progress Team		**Note: No SSPT is required to reclassify second-year kindergarten students.** 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.

1.21g: Monitoring Progress of ELs and Reclassified

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, the 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 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' Multi-Tiered System of Supports 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.

1.21h: Monitoring Progress and Effectiveness of Supports for Long Term English Learners 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 support 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 support 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, VAES uses i-Ready by:

- Monitoring performance on diagnostic assessments to identify growth areas and respond to skill gaps
- Measure the amount of time students spend on their personalized learning plan to ensure consistent practice.
- Review the number of lessons completed and passed, identifying areas where additional support may be needed.

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 support and adjust programming as necessary.

1.22: Gifted and Talented Students and Students Achieving Above Grade Level

1.22a-b: 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, VAES is committed to working with students who are performing above grade level to help them achieve, grow and be continuously challenged. To identify the students at VAES we will be administering or referring to the results from the Otis-Lennon School Ability Test (OLSAT) given to all 2nd grade students enrolled at Bright Star Schools. This exam will serve as a universal screener to support early identification and initiation of additional data review. Additionally, any other high achieving students beyond 2nd grade will also be referred to take the test. This may include, but not be limited to students demonstrating 2+ consecutive years of high performance:

- Performing more than one level above his/her actual grade level as determined by State Standards (may include, but not limited to: CAASPP, verifiable systems such as i-Ready)
- Earning 4 on rubrics, (or A on letter grades) of content learning standards in core content learning standards

Dependent of the results, high achieving students will be referred for a meeting in order to review data, Gifted and Talented Education ("GATE") eligibility, available programming and/or resources.

The Student Support and Progress Team will be looking at the following criteria:

- Standardized Test Scores: Assessments such as the CAASPP or other standardized tests that measure academic achievement and cognitive abilities in areas like reading, math, and reasoning
- Performing more than one level above his/her actual grade level, based off scores from i-Ready, and CAASPP data
- Teacher Recommendations: Input from teachers who have observed the student's academic performance, intellectual abilities, creativity, and potential for advanced learning.
- Parent Input: Information provided by parents or guardians regarding the student's interests, talents, and academic history.
- School Performance: Grades and academic records showing consistent high achievement or exceptional ability in specific subjects.
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards
- Behavioral Assessments: Observations and evaluations of the student's behavior, social interactions, and emotional development, especially as they relate to characteristics of giftedness.
- Portfolio or Work Samples: Examples of the student's work that demonstrate advanced skills, creativity, critical thinking, or problem-solving abilities beyond typical grade level expectations.
- Additional Assessments: Results from specialized assessments or evaluations that measure specific gifted characteristics, such as creativity, leadership, or specific talent areas like music or art.

A meeting involving the parent, counselor, and principal or designated school representative is convened to establish goals and objectives aimed at accelerating a student's achievement beyond grade level. This gathering also serves to inform parents about their child's strengths and rights upon eligibility for the Gifted and Talented Education program.

1.22c-d: How VAES Will Determine, Meet the Educational Needs of and Monitor the Progress of Gifted and Talented Students

High achieving students at VAES will benefit from differentiated instruction, which includes personalized learning pathways tailored to their specific learning styles and interests. This approach enables them to delve deeply into topics of interest, pursue advanced coursework at an accelerated pace, engage in collaborative projects with intellectual peers, and access resources that foster critical thinking and creativity. Moreover, differentiated instruction provides opportunities for independent research, mentorships with experts, and participation in local and national competitions, all aimed at cultivating their talents and academic growth.

To enhance support for our GATE students, VAES is focusing on developing individualized learning plans that cater to each student's unique strengths and interests. These plans will guide the implementation of differentiated instruction strategies within mainstream classrooms, ensuring GATE students receive appropriate academic challenges such as accelerated pacing and opportunities for independent study. Alongside enriched classroom experiences, VAES is committed to offering diverse extracurricular enrichment opportunities, including advanced coursework, specialized projects, competitions, and mentorships. By fostering an environment that nurtures intellectual curiosity and creativity, we aim to empower GATE students to thrive academically and reach their full potential right from the start of our program.

To ensure effective support and monitoring of GATE students across all grades, VAES has implemented a comprehensive approach focused on staff training, data-driven decision-making, and ongoing professional development. Staff members have been trained to analyze data related to GATE students, enabling them to interpret assessment results and identify areas for enrichment. Regular data meetings are conducted to discuss progress monitoring and adjust instructional strategies accordingly, ensuring GATE students receive targeted interventions and remain appropriately challenged. Additionally, ongoing professional development sessions emphasize effective differentiation techniques and strategies to increase academic rigor for GATE learners, supporting their continuous growth within our educational framework.

Furthermore, VAES's Assistant Principal oversees the progress of students achieving above grade level through our robust data-driven systems. These students are regularly monitored during VAES's ongoing data meetings, which include weekly, interim, and yearly assessments. Data is aggregated by subgroups during grade level meetings and at Bright Star Data Days. VAES analyzes student performance and implements appropriate supports to facilitate their continued advancement and success. The Principal or assistant principal will be the main point of contact regarding any GATE programming or questions.

In addition to in-class instruction, students may participate in extended learning opportunities during, before and after school where individualized programs accelerate learning based on student goals and objectives. Customized homework assignments and enriched instructional materials may also be provided to further student development. VAES will utilize instructional frameworks such as Sandra Kaplan's (2009) "Depth and Complexity: The New Dimension of Curriculum Design" to modify and extend assignments, promoting deeper thinking and cross-curricular connections. Students may work on long-term collaborative projects with intellectual peers. Customized student folders will contain targeted assignments and progress tracking tools to ensure personalized academic growth.

1.23: Meeting the Educational Needs of Students Achieving Below Grade Level

1.23a: Identifying Students in This Group

At VAES, 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. Teachers will be equipped with evidence-based teaching methods and Bright Start Signature practices that cater to diverse learning styles and incorporate ongoing formative assessments to monitor student progress effectively. By implementing proactive and inclusive teaching strategies, we aim to create an environment where every student can thrive academically.

In our commitment to supporting all students, VAES 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, VAES 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 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, VAES will provide Tier 3 supports. These intensive interventions may include individualized education plans (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 2/3 interventions do not disrupt access to grade level instruction. The primary focus being acceleration versus remediation.

Furthermore, VAES 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, VAES aims to create an inclusive learning environment where all students can reach their full potential academically and beyond.

1.23b: Meeting the Educational Needs of Students Achieving Below Grade Level, Including Instructional Components, Services, and Supports Provided

As mentioned above, at VAES, we are dedicated to meeting the diverse needs of our students through a comprehensive tiered support system that enhances both Tier 1 practices and provides targeted Tier 2 and Tier 3 instructional components, services, and supports. Our approach begins with strengthening Tier 1 practices, ensuring that all students receive high-quality, differentiated instruction within the regular classroom setting.

For students identified as needing Tier 1/2 supports, our classroom teachers offer personalized interventions such as small-group instruction tailored to address specific academic challenges. These interventions are designed to close learning gaps through focused instruction and personalized learning plans that set clear academic goals and strategies for improvement. We also utilize specialized instructional materials and adaptive technologies to enhance learning outcomes while maintaining academic rigor.

Tiered interventions are supported and guided through the 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, which meets regularly to review intervention plans, evaluate progress, and adjust instructional strategies based on individual student response to support.

For students requiring more intensive Tier 3 supports, VAES may include assessments for potential IEPs that include personalized interventions and accommodations tailored to their unique learning

profiles. This may involve specialized one-on-one tutoring sessions with intervention specialists or qualified educators, the use of assistive technologies, and access to specialized programs designed to meet their academic and developmental needs. Regular progress monitoring and data analysis ensure that interventions are effective and adjusted as needed to support student success across all domains.

Beyond academic support, VAES is committed to fostering a supportive environment that addresses the holistic needs of students receiving Tier 2 and Tier 3 supports. This includes providing social-emotional learning opportunities, access to counseling services, and promoting peer mentoring and support groups to enhance overall student well-being and success.

VAES is committed to implementing purposeful scaffolding strategies that uphold academic rigor while making content accessible to all learners. Tier 2 instructional supports emphasize structured access to grade level material through targeted small-group instruction, flexible grouping informed by ongoing assessment data, and scaffolded assignments that break complex tasks into manageable steps. Teachers also provide additional guided practice opportunities and utilize instructional routines that make challenging concepts more approachable. Extended learning opportunities—such as peer-assisted learning, structured tutoring sessions, and carefully designed enrichment activities—further reinforce students' understanding while maintaining high expectations.

To meet the diverse learning needs of students, teachers collaborate closely with the SSPT to identify and apply accessibility strategies that reduce barriers to learning. These may include incorporating visual aids and graphic organizers, chunking assignments into smaller, sequenced steps, offering instructions in both verbal and written formats, and engaging in pre-teaching of essential vocabulary and concepts. Instructional materials may be adapted to better align with student readiness, without compromising content objectives. Additional supports such as extended time, movement breaks, or changes to testing environments—like reading aloud directions or providing a quiet testing space—ensure students have equitable opportunities to demonstrate their learning. These inclusive strategies are embedded within the classroom environment to support all students in accessing grade-level curriculum and achieving academic success.

Through collaborative efforts involving educators, support staff, families, and community partners, VAES is committed to ensuring that every student receives the individualized support and resources necessary to thrive academically and reach their full potential. We continuously evaluate and refine our instructional practices and support services to meet the evolving needs of our diverse student population effectively. For additional information on personalized online programs offered to our students such as i-Ready, please refer to section 1.2b: Success of the Key Features of the Educational Program, which further describes our approach to data-driven instruction and individualized support for our students.

1.23c: Monitoring the Progress of Students Achieving Below Grade Level

At VAES, we prioritize monitoring the progress of students at-risk of academic under performance through a robust, data-driven approach facilitated by our systems including curricular diagnostic assessments such as, DIBELS, Developmental Reading Assessment, and i-Ready. These tools allow us to conduct weekly, interim, and yearly assessments for all students, with data aggregated by subgroups to closely analyze performance trends.

VAES oversees the monitoring of at-risk students' progress, ensuring timely interventions and supports are implemented. When students are identified as needing Tier 2 interventions, such as small group clustering and re-teaching, differentiated materials or strategies within the classroom, small group work facilitated by an Instructional Assistant, after school tutoring, VAES coordinates these efforts to help advance student achievement.

Progress is reviewed through regular MTSS team meetings, where staff examine data trends and determine whether students are responding to supports or require a change in intervention level. This ensures a coordinated, responsive approach to academic challenges.

The Assistant Principal plays a pivotal role in this process, overseeing the monitoring of progress and ensuring that interventions are effectively tailored to meet the needs of at-risk students. This collaborative approach not only supports academic growth but also fosters a supportive environment where every student can thrive.

Through these comprehensive monitoring practices and targeted interventions, VAES is committed to ensuring that every student receives the personalized support necessary to succeed academically and reach their full potential. We continuously refine our strategies based on ongoing data analysis to enhance educational outcomes and promote student success.

1.24: 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 2025-26 Certified Fall 1 CALPADS data (8.1 student profile list), 92.71% 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. This persistent level of need has shaped the design of Bright Star Schools, which are intentionally structured to meet the specific needs of socioeconomically disadvantaged students. Our teachers and staff receive targeted training to recognize signs that a student may require additional support, including indicators related to hunger, extreme poverty, and family hardship. When such needs are identified, we ensure access to critical supports such as the free or reduced meal program, academic tutoring, and after-

school programs. At VAES, we actively monitor and analyze student assessment records to confirm we are effectively meeting the needs of this targeted population, as measured by the California Department of Education's standards on state assessments. In addition to academic preparation, we provide direct assistance to families who are unable to afford school uniforms or basic supplies like paper, pencils, and backpacks. We actively connect families to Community Based Organizations that can provide this assistance, and also ensure Mc Kinney Vento students receive the resources they are entitled to through that funding. Instruction at VAES is intentionally designed to close academic gaps through regular Multi-Tiered System of Supports meetings and promote success for all students, regardless of their socioeconomic status. Our structural, programmatic, and curricular strategies are carefully developed to address the unique challenges faced by our students. One of our most impactful supports is our Counseling program, which provides essential socio-emotional and practical assistance to students and their families. Our counselors, all of whom hold Pupil Personnel Services (PPS) credentials, and many of whom also are Licensed Professional Clinical Counselors ("LPCC") or have Marriage and Family Therapy ("MFT"), or Master of Social Work ("MSW") degrees, work closely with families to connect them with agencies that offer vital services. This may include arranging free or low-cost counseling, supporting applications for subsidized housing, or helping families access other community-based aid. We are committed to addressing not only academic barriers but also the external challenges that may impede student success. Additionally, we provide all students with rich opportunities for growth and exposure beyond the classroom. Students participate in meaningful field trips to places such as Underwood Farms, the Gentle Barn, and Topanga Canyon's Shakespeare Camps. We also coordinate community-centered events like the Community Helper Living Museum, which fosters stronger connections between students and their wider community.

These experiences are critical in broadening students' cultural awareness and providing them with life enriching opportunities they may not otherwise access. Through this comprehensive approach, VAES ensures that socioeconomically disadvantaged students receive the support, resources, and experiences they need to thrive both academically and personally.

1.24a: 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 lunch 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.

VAES 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.

1.24b: How VAES 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 includes, but is not limited to:
    - After school programming: Valor Academy Elementary School partners with organizations such as Woodcraft Rangers 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 local sites in Los Angeles, as well as other 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. Our Community Schools Program 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, MFT or 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.

1.24c: 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.

1.25: Students with Disabilities

The FSDRL contains provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

1.26: Foster Youth and Other Groups

1.26a: 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 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.

1.26b: 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 wellbeing 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.

1.26c: 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, the 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.

2-3.1-4 Items 2-3.1 through 4 Can Be Referenced by The LCFF Table in Element 1

See LCFF table in Element 1, incorporated herein, for additional information on sections 1 through 4.

2-3.5: Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

2-3.5a-c: Internal Assessments and Frequency of Assessments

The assessment plan for VAES serves as a comprehensive tool for both internal and external accountability while simultaneously enhancing instructional practices and boosting student achievement. To ensure alignment with VAES's educational goals, assignments are carefully designed to meet State Standards (where applicable) and reflect the school's desired student outcomes and curriculum objectives. All curricula and assessments adhere to these standards, as outlined in Element 1. Through continuous assessments, VAES aims to achieve 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 toward 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 Elementary School believes all students are capable of achieving high levels of learning and should be challenged with rigorous academic standards, regardless of their starting point. To support this, it is crucial that our educators and leaders have a deep understanding of grade-level content and standards so they can effectively scaffold instruction to meet students' varying needs. To ensure that every student reaches these high expectations, we establish baseline measures of student achievement through diagnostics and prior academic data. By continuously

monitoring and assessing progress from this baseline, we enable teachers to accurately gauge content mastery and adjust instruction as needed to support each student's growth and success.

Specific Assessment Tools (frequency included):

1) **Baseline Assessment:**
    a) Baseline assessment is obtained using data from both internal and external assessments. Three times a year (BOY/MOY/EOY), all students are administered a universal screener assessment for reading, called DIBELS, which screens for essential early literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is designed to identify students at risk for reading difficulties and to monitor their progress in these foundational areas.
    b) Kindergarten to 4th grade students are also given the i-Ready Diagnostic Assessment, a norm-referenced test that evaluates their proficiency in reading and mathematics by measuring their understanding of grade-level concepts and skills. This assessment provides detailed data on student ability, helping educators tailor instruction to meet individual needs and monitor academic progress over time.

This allows Valor Academy Elementary School to gather more specific data on student needs than that of CAASPP data alone. These results are used to appropriately determine additional interventions and supports that will support student needs. 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. Additionally, at the start of each school year, teachers closely examine student achievement on the previous year's CAASPP, paying special attention to claims and targets that need additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the upcoming school year.

2) **Assessment:**
    a) Formative assessments measure how well students understand and master standards-based content, providing ongoing feedback to guide instruction and improve learning outcomes.
        i) These assessments include
            (1) Kindergarten to 4th grade: The i-Ready Norm Referenced Exam (administered three times a year- in August, December, and April) to measure growth in Reading and Math.
            (2) Kindergarten to 4th grade: The DIBELS (administered August, December, and April) assessment to measure growth in reading.
        ii) Additionally, teachers utilize a variety of informal assessments throughout the learning process to adapt instruction and enhance student progress toward mastering standards. These formative assessments help teachers gauge

student progress on specific skills and measure overall growth over designated instructional periods. This includes teacher-created assessments embedded into the curriculum, unit tests, quizzes, and interim comprehensive assessments from the Smarter Balanced Assessment Consortium such as IABs/FIABs (3rd and 4th) and i-Ready (K-4th).

b) Summative Unit Assessments/Projects: At the conclusion of each unit, teachers design or compile comprehensive assessments and end-of-unit projects to evaluate student learning. These summative evaluations offer critical feedback on whether students have effectively understood and mastered the taught material. They serve not only as a measure of student achievement but also as a valuable tool for informing and refining current instructional practices. At VAES, we also believe that writing is a critical skill that all students should develop. Hence, we also monitor our students writing across their ELA units or modules through their integrated performance tasks. On the whole, these performance tasks, particularly the ones in 3rd and 4th grade, prepare them for college and, in the short term, mirror the rigor of performance tasks upper elementary students will encounter on the CAASPP.

3) **Report Cards**: Although information on student academic performance is provided to families weekly, formal progress reports and report cards are published quarterly. Grade level mastery goals are reviewed in report cards. If a student receives a "1" (Not Yet Meeting Standard), this may trigger Tier 2/3 support through a formal collaboration between the teacher, family, and other relevant stakeholders within a Student Support and Progress Team.

2-3.6: Data Analysis and Reporting

2-3.6a: Type of Data Used

VAES 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 oversees the collection and analysis of assessment data using our student information system.

Our data analysis begins with interim assessments and assessment windows developed prior to the school year by school leaders and teachers. Interim assessments cover test content from the State Standards and i-Ready. Teachers administer interim assessments throughout the year, and student performance results inform the modification of the teacher's instructional scope and sequence and lesson plans as needed.

Similarly, VAES monitors the data associated with our Local Control Accountability Plan Goals and the indicators on the CA School Dashboard including: ADA, Chronic Absenteeism, Suspension Rate, ELPI, as well as the results of the student climate survey and family satisfaction survey.

2-3.6b: The Role and Use of Data to Inform Curriculum, Instruction, Tiered Intervention, And Enrichment

Interim assessments ("IA") will be scored and analyzed by teachers directly in the CAASPP system. Using the interim assessment results, teachers will be able to re-teach standards to prepare students for content mastery. School leaders collect and compile the data. Analysis of individual students, flexible ability groupings—high, middle, and low—and individual classrooms are conducted using a comprehensive template. This will also include the analysis of student subgroups including but not limited to special education and Multilingual Learners. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. After the test administration, teachers then meet with the Principal or their coach during the weekly two-hour professional development, professional learning communities, and/or teacher preparatory time. Together, they closely analyze the data and create an action plan divided by class, homogenous reading groups, and individual students based on the results. Professional development days are facilitated by the Principal 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 a six-week instructional plan for re-teaching.

In addition to teacher-created assessments and projects, we administer i-Ready, Smarter Balanced Interim Comprehensive Assessments ("ICA"), Interim Assessment Blocks ("IAB"), and Focused Interim Assessment Blocks ("FIAB"). We review these results by grade level cohort, individual class, and individual student as an ongoing part of our staff Professional Development. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.
These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor

- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen area of instructional weakness

Action plans will be revisited frequently in professional development meetings or teacher team meetings to ensure that students are making adequate progress toward mastery.
As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs, as well as identifying those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Finally, assessment data will be used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies.

2-3.6c: 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

VAES 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, i-Ready 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 i-Ready 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.

2-3.6d: Role and Use of Data to Inform Stakeholders of School Performance

VAES also uploads all data requested by the CDE to complete a School Accountability Report Card. 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 Charter 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.

2-3.7: Grading, Progress Reporting, and Promotion/Retention

2-3.7a: Grading Policy

Grading Scale

Percentage	Rubric Score	Meaning
98-100%	**4**	A student earning a 3.5 - 4 in a course is consistently demonstrating advanced levels of ***mastery*** with the content standards. Un estudiante que obtenga una de 3.5 - 4 en un curso está demostrando consistentemente niveles avanzados de ***maestría*** con los estándares de contenido.
93-97%	**3.8**	
90-92%	**3.5**	
88-89%	**3.3**	A student earning a 3.3 -2.8 in a course is consistently demonstrating ***proficiency*** with the content standards. Un estudiante que obtenga un 3.3 -2.8 en un curso está demostrando constantemente ***competencia*** con los estándares de contenido.
83-87%	**3**	
80-82%	**2.8**	
73-79%	**2.5**	A student earning a 2.5 in a course is consistently demonstrating ***basic competency*** with the content standards. Un estudiante que obtenga un 2,5 en un curso está demostrando constantemente las competencias básicas con los estándares de contenido.

68-72%	**2.3**	A student earning a 2.3- 2 in a course is consistently demonstrating ***below basic competency*** with the content standards. Un estudiante que obtenga un 2.3- 2 en un curso está demostrando constantemente por ***debajo de las competencias básicas*** con los estándares de contenido.
60-67%	**2**	
Below 60%	**1**	A student earning less than 1 in a course is ***not yet demonstrating a basic level of mastery*** with the content standards and needs to demonstrate mastery of the standards before credit will be earned. Un estudiante que ganan menos de 1 en un curso aún no está demostrando un nivel básico de maestría con los estándares de contenido y tiene que demostrar el dominio de las normas antes de que se obtenga el crédito.

2-3.7b: Type and Frequency of Progress Reporting

1. School-wide Annual Report of Progress: VAES prepares for parents, community and the District an annual accountability report with additional elements reflecting on the Charter School's performance toward meeting the provisions of the charter.
    a. The annual SARC report is available on the Charter School's website (full HTML script available as follows: https://sarconline.org/public/summary/19647330137604/2022%E2%80%932023)
    b. Principals prepare bimonthly/monthly newsletters—Family Newsletter; the network similarly distributes one for external purposes for our community and interested sponsors at large;
    c. Our Lead Executive Officer prepares reports for the Board on a monthly basis;

d. The Chief Instructional Officer's team prepares an internal report monthly for the Charter School with relevant demographic data (e.g. suspension rate and ADA) and Academic Performance on both standardized assessments and internal data measures.

2. Individual Student Progress Reporting & Communication: Students receive report cards at the end of each trimester. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. These student progress reports are distributed weekly to all students. Progress reports create a succinct written record of student performance in all core content classes. Progress reports are one of several ways to keep parents in the communication loop about student performance, and ensure that communication around student progress is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of VAES and all Bright Star Schools, and is triggered by the assessment timeline. Parent conferences with teachers on an informal basis throughout the year, and on a formal basis two times per year to discuss students' academic progress and upcoming learning plans. Effort is made to identify students who are not performing well early in the trimester. The Principal meets with the Student Data Coordinator on a weekly basis to review the demographic data report. This report includes a summary of teacher gradebook data, including that the gradebook has been updated with at least two scores each week, accurately reflects student progress, and includes the percentages of students passing and not passing in each class. As necessary, administrators can pinpoint classrooms where large numbers of students are struggling and allocate resources as needed.

Additionally, students who are scoring below 70% in a given subject may be referred to an SSPT by any one of their instructors or counselors, 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 their instructor, including: tutoring, intervention materials or programming, retaking assignments or assessments, and enrollment in study groups.
\
Instructors meet throughout the year in grade level teams 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.

2-3.7c: Promotion/Retention Policy and Procedures

Promotion

At Bright Star Schools, promotion decisions are rooted in a Multi-Tiered System of Supports that uses data to identify students in need of additional academic or behavioral support. When a student is performing below grade level, we respond by intensifying and individualizing supports to accelerate growth and close achievement gaps over time. Our goal is to ensure every student is equipped to access grade-level standards and make meaningful progress from year to year.
Please refer to sections: 1.23, 1.25-1.27 for more information on the supports provided to students demonstrating need.

Retention

At Bright Star Schools, we believe that every child deserves equitable access to high-quality instruction and the opportunity to achieve grade-level standards. Grounded in contemporary educational research—including John Hattie's influential meta-analyses—we understand that grade-level retention has been consistently associated with negative academic outcomes and can have adverse social and emotional consequences for students. Hattie's findings reinforce what decades of research have indicated: retention is not an effective remedy for academic struggle. Rather, without substantially different and more intensive instructional support, retention can perpetuate—and in some cases exacerbate—the very gaps it is intended to close (Hattie, 2009).

Instead of relying on retention, our focus is on early identification, targeted intervention, and instructional scaffolding that allows students to grow and access rigorous, grade-level content. Promotion decisions are made with the mindset that students do not need to master everything to be ready for the next grade—but they do need strong systems of support, responsive teaching, and a belief in their potential to grow.

Core Beliefs

- Retention is not an intervention. It is a last-resort action taken only after multiple, documented cycles of support have not led to sufficient progress.
- Acceleration is the goal. Our system is designed to close learning gaps while keeping students engaged with grade-level standards.
- Support is proactive. Struggling students are identified early, and supports are layered over time—not delayed until a crisis point.
- Partnerships are essential. Families are critical members of the decision-making team and must be informed and included throughout the process.

Support Structures Prior to Retention Consideration

Before retention is even considered, schools must ensure that the following structures are in place:

- Early Identification and Progress Monitoring
    - Universal screeners and formative assessments used to flag academic or behavioral needs early

    - Regular data meetings to analyze student growth and adjust supports
- Tiered Interventions and Scaffolds
    - Evidence-based small group instruction
    - Differentiated teaching within the core curriculum
    - Access to tutoring, after-school, or summer learning programs
    - Social-emotional supports integrated into the learning plan
- Individualized Support Plans
    - Multiple data cycles of SSPT meetings
    - Developed collaboratively with teachers, specialists, and families
    - Includes clear goals, intervention timelines, and regular progress updates
- Family Engagement
    - Ongoing, clear communication about student progress
    - Family meetings and conferences to co-construct next steps and strategies

Retention Decision Process (Only When Necessary)
If, after multiple intervention cycles, a student continues to demonstrate significant gaps in readiness for the next grade level, retention may be considered—but only under the following conditions:

- After multiple Student Support and Progress Team meetings throughout the school year to ensure the above requirements have been met, the team must then hold an official SSPT meeting to formalize this decision which must include school leadership, instructional staff, and the student's family.
- The school must provide evidence of sustained interventions and documentation of limited academic progress.
- A clear plan for what will change in the retained year must be articulated (e.g., new strategies, increased supports—not a repeat of the same experience).
- Final recommendation must be made by the school site administrator with the final approval of the Chief Instructional Officer.

By centering our approach on growth, access, and proactive support, we aim to ensure that every student has the tools and encouragement to succeed—not just this year, but across their educational journey. Retention may delay a student's academic path, but robust, intentional scaffolding can launch it forward. That is the path we choose at Bright Star.
Please note that these considerations would not apply to students who have an Individualized Education Program, as their annual goals and support would be discussed with their IEP team.

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

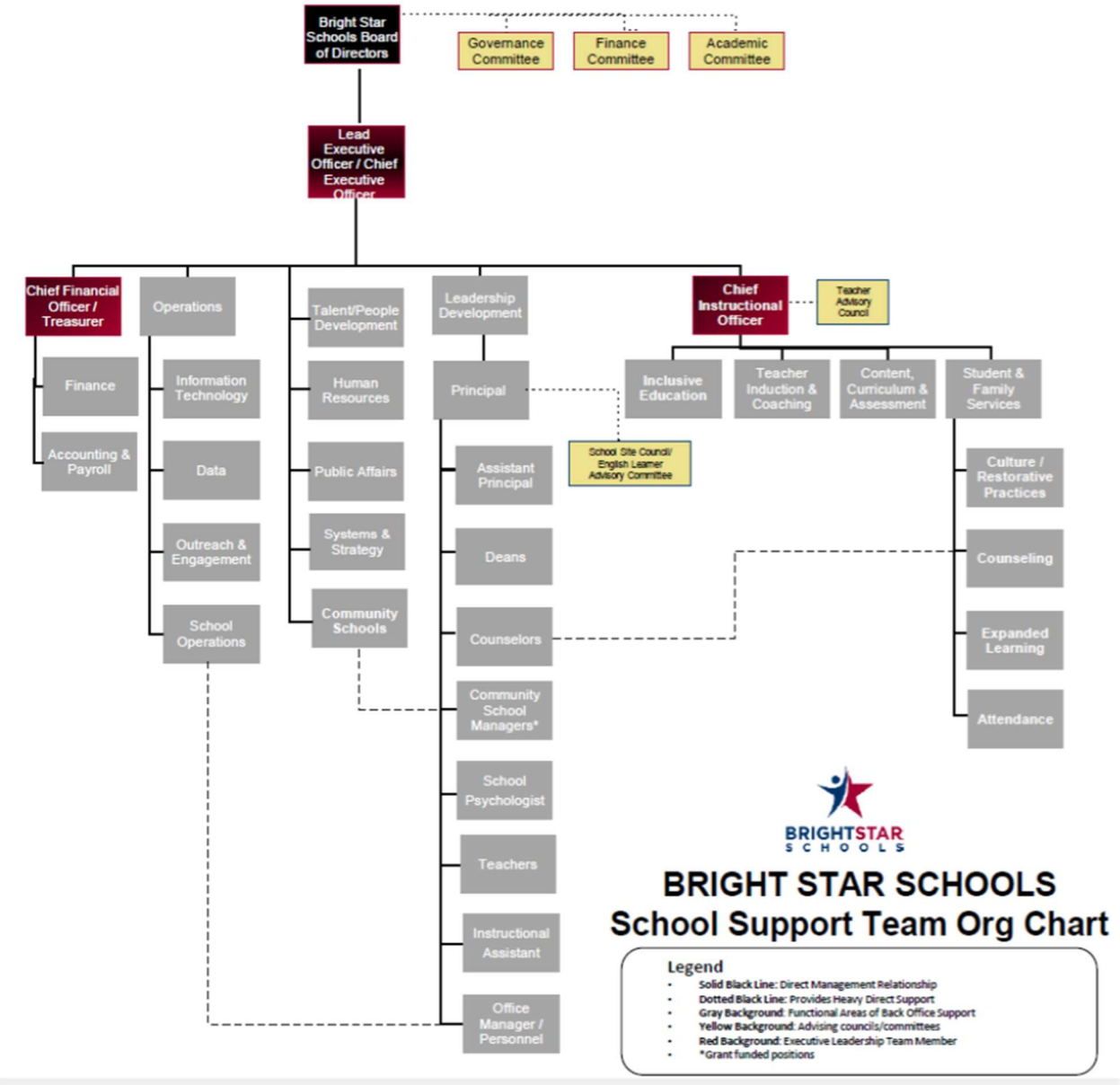
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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.

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 Charter School management. The Governing Board makes all final decisions by Board vote on all Charter 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 ("BSS") 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[25] that involve the Charter School's public funds shall remain within the scope of the annual audit required under Education Code Section 47605(m) 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 Bright Star Schools may include but are not limited to facility agreements or monetary grants that might be provided by BSEG to BSS 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 Charter School in its charter.
- Evaluate the Lead Executive Officer / Chief Executive Officer 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 Charter School to its mission, ensures its financial viability over time and ensures that the Charter 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 and the Chief Instructional Officer. The Chief Instructional

[25] Set primarily by the Financial Accounting Standards Board (FASB)

Officer is responsible for the hiring and evaluation of the Senior Vice President of Leadership and Development who then oversees the principals and the CIO is also responsible for ensuring that the Charter Schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the Charter School is the responsibility of the Principal, who hires, supports and evaluates all Charter School staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Lead Executive Officer, 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), public school finance (AB 640), 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 ("LEO"): The LEO oversees and advances all Bright Star Schools. The LEO embodies and advocates for the mission, vision, and strategic direction of the Charter 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 instructional experience of our students which includes, teacher development, Charter School performance, Charter School culture and the viability of Charter Schools over time. The CIO oversees the tools, resources, professional development and support offered to Charter School leaders and instructional positions of the Charter 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 ("CFO"): The Chief Financial Officer 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 Charter 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.

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 state law and 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) and Education Code section 47604.1(c) 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.

In accordance with state requirements,
- Each standard teleconference location be identified in the notice and agenda and;
- Each teleconference location be accessible to the public and a quorum of the Board will participate from within LA County
- All action items will require a Roll Call Vote

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 Charter 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 Charter 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.

4.2b: 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.

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 Values, Mission and Vision

4.2c: 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 a member of the Senior Leadership Cabinet
- 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 Charter 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: Locations and Frequency of Governing Board and Committee Meetings: Process and Timeline for Setting Annual 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 Charter School calendars, federal holidays, and religious restrictions. The calendar for the upcoming Charter School year is approved by governing Board members typically at the last meeting of the Charter 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. Agendas are posted at each Charter 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 Charter School sites operated by Bright Star Schools.

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 Charter School, at the entrance of each Charter School's main office, and on Bright Star School's website for public viewing at least 72 hours in advance of regular 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 stand-alone training or in a biannual training on the provisions for Board members

including ethics training. Pursuant to state law, Board members will also complete Mandated Reporter 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 conflict 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 BSS 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 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 549538.3 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 Charter 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 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 Charter School personnel, parents, and pupils in developing the annual update. During the Charter School's first or second School Site Council, the Principal presents the Charter 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 Charter 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 Charter School goals for the upcoming year. Goals are then amended based on recommendations provided from the Charter 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 Charter 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 and ensure a strong student experience at Bright Star. 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 Charter 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 Charter School

staff members, the classroom teachers must be in the majority. 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 Charter School goals as listed in the Local Control and 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 Charter 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 the Charter School employs 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 Charter 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 Charter 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

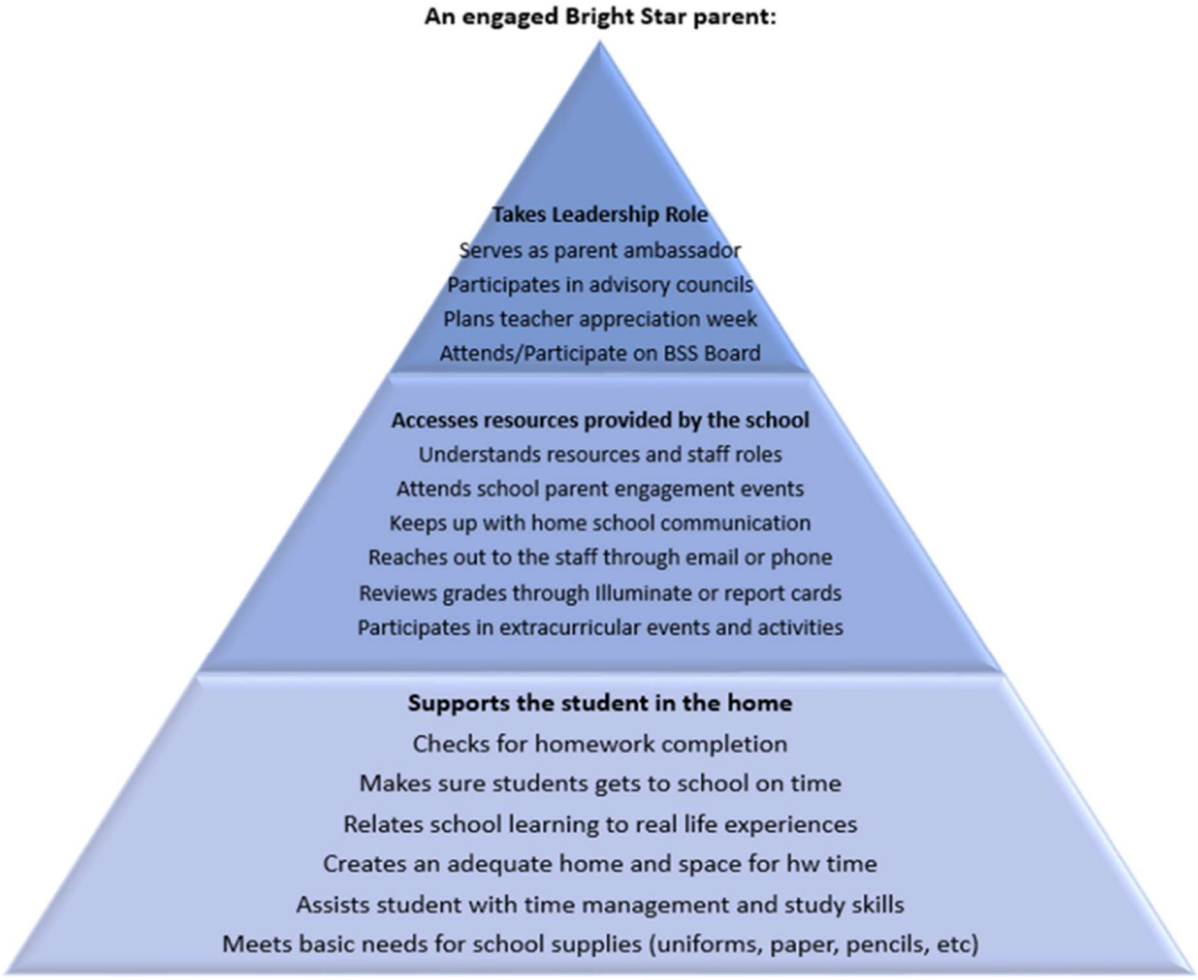
Parents and families can follow Charter School updates and access resources (such as public documents, agendas, schedules, etc.) at both the brightstarschools.org website and on our active social media channels. In addition, the Charter School utilizes a system of communication for families called ParentSquare. ParentSquare allows Charter School to reach families through email, text and phone call for Charter 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 Charter School community, and contribute to the greater Bright Star Schools 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 Charter School, or taking on leadership roles.

Leadership roles may consist of participation in advisory councils, including the School Site Council, 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 2-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.



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
- Inclusive Education Teacher
- School Counselor
- School Psychologist
- Instructional Assistant ("IA")
- Paraprofessional
- Behavior Intervention Implementation Specialist
- Office Manager
- Custodian
- Community Schools Manager
- Office Assistant

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.

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 3 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 State 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 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 Charter 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 Charter 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

<u>Performance Responsibilities (include but are not limited to the following):</u>

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, 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, 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 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, 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 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.

<u>Responsibilities (include, but are not limited to):</u>

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 (e.g., 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 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 Charter 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.

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 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.

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:

- Must hold a valid California teaching credential.
- 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 Inclusive Education Teachers, School Psychologists, and Speech-Language Pathologists ("SLP").
- Ensure that Lead Inclusive Education Teachers 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 Prior 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.

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 Charter 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

Team Leadership and Management

- 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.

<u>Positive and Productive Charter School Culture</u>

- Communicates the Charter 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

<u>Ensure Continued Success & Partnerships</u>

- 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 Charter 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 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 Charter 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 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 Charter 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 School 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 Charter 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 Charter School wide events.
    - Translation of Charter 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
    - 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 Charter School entry
    - Review student injury reports and connect with insurance as needed.

    - Process insurance certificate requests
- School Safety
    - Ensure Charter School has emergency supplies, replenish as needed
    - Organize annual fire alarm testing/replenishment of fire extinguishers
    - Ensure Charter 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 Charter School
    - Deliver staff emergency trainings.
    - Coordinate with School Site Councils, first responders, and site administrators to revise Charter 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
- Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for their certificated assignment
- Candidates with an intern credential are also considered
- 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
- Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment
- Candidates with an intern credential are also considered
- Hold a valid California Education Special Instruction Credential with the appropriate specialty area and/or authorization based on the needs of the students served (e.g., Mild to Moderate Supports Needs or Extensive Support Needs).
- Possession of either an 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 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
- 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 State 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/ SpEd Team (including Paraprofessionals) and English Language Development 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.

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

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

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 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

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 Charter 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:

- 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

Behavior Intervention Implementation Specialist: The Behavior Intervention Implementation ("BII") Specialist provides targeted behavioral support to students, ensuring a safe and productive learning environment. This role collaborates with case managers, teachers, administrators, school psychologists, and the Behavior Intervention Development (BID) Specialist to analyze progress, communicate updates, and support students in meeting their IEP goals. The BII Specialist implements and monitors Behavior Intervention Plans (BIPs), reinforces appropriate behaviors, and tracks prescribed BII services. By addressing the behavioral and social-emotional needs of students with disabilities, the BII Specialist helps create a supportive school environment that fosters student success.

Required Qualifications:

- High School Diploma or GED and one of the following:
    - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education

OR

- Attainment of an Associate of Arts degree or higher
- Verification will be required for high school graduation, college units, and degrees.
- One year of paid or volunteer experience working with school-age children
- Willingness to obtain and maintain certification in Crisis Prevention and De-escalation (such as Safety Care)

Preferred Qualifications:

- Bachelor's Degree or college course units toward BA desired
- Bilingual in Spanish or Korean preferred
- Completion of coursework at an accredited institution of higher education in child development, education, and/or psychology is desirable
- Two years of experience working with students with disabilities
- Two years of experience at the level of an Education Assistant, Instructional Assistant or Assistant/Aide
- Experience in observing and charting student behavioral data
- Training in implementing Behavior Intervention techniques
- Some demonstrated experience implementing Applied Behavior Analysis (ABA)-based behavior intervention techniques
- Certification in Crisis Prevention and De-escalation, such as Safety Care or CPI-NCI

Responsibility:

- Collaborate with case managers, BID, school psychologists, teachers, and administrators, and other educational partners to implement the student's IEP with fidelity

- Implement and monitor BIPs, using approved techniques to reinforce positive behaviors, provide social-emotional support, modeling, and guidance
- Foster social-emotional development and independence while ensuring student safety throughout the school day
- Serve as the primary supervisor of the student when providing BII services as prescribed in the IEP
- Intervene as needed to de-escalate student, using crisis prevention strategies if necessary and appropriate
- Monitors student conduct and utilizes approved behavior management techniques to redirect and foster positive changes in behaviors as informed by the student's IEP
- Observe, monitor, track, and communicate student progress toward IEP goals through behavior logs, trackers, and other required records per BIPs
- Assist teachers and school staff in supervision of assigned student in a variety of settings
- Ensure implementation of student's accommodations prescribed in the IEP and BIP
- Participate in ongoing training sessions to stay current with best practices in behavior intervention and support strategies
- Document service provision in Welligent (special education reporting system) daily
- Provide specialized health care support when required, following state regulations
- Draft requested reports as necessary
- Frequent communication with student's BID provider and case manager regarding student progress
- Attend Professional Development Opportunities as assigned
- Any other duties as assigned.

Office Manager: The office manager ensures the efficient operation of the Charter School's main office and works with members of the administrative team to ensure the success of the Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 the 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 , 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:

- 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

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.

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 School Support Team leader to collect relevant information and data for grant reporting
- Collaborate with the Community School Managers from other campuses, alongside the leadership from the Schools Support Team, 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 School Support Team leaders

Office Assistant: Provides administrative, operational, and customer service support to ensure the efficient day-to-day functioning of the school office. Serves as a primary point of contact for students, families, staff, and visitors by managing front office operations, student attendance and enrollment processes, communication with families, recordkeeping, and school-wide logistical support. Assists with maintaining a safe and welcoming school environment through student supervision, event coordination, supply management, and support of school operations. Demonstrates professionalism, confidentiality, strong organizational skills, and a commitment to providing excellent service to support student success and school effectiveness.

Required Qualifications:

- High School Diploma or GED.
- Minimum 2 years customer service experience.
- Love of children and the belief that all children can succeed with appropriate support
- Excellent phone etiquette and verbal communication skills
- Bilingual (Korean/English or Spanish/English)
- Good attendance and punctuality
- Able to work in a fast-paced environment and meet deadlines with minimal supervision
- Should be customer-service driven
- Positive mindset
- Knowledge of Google Suite (G-Mail, Google Calendar, Google Sheets)
- Able to multitask
- Professional appearance (business casual)

Preferred Qualifications:

1. Trilingual (English/Spanish/Korean) preferred
2. Experience in Charter School setting preferred

Responsibilities:

School Access:

- Greeting and signing in all visitors to the school and controlling access to students and classrooms
- Ensuring that students leave only with authorized parents or guardians

Communication Support:

- Answering and forwarding all phone calls, placing outgoing calls, and taking messages
- Making public address announcements
- Posting updates to Parent Square, our family information portal
- Communicating with families around attendance, student needs, behavior, or injuries
- Translate as needed in verbal and written form
- Performs mass school copies
- Supporting the Inclusive Education department with scheduling of IEP meetings and service provider meetings

Record-Keeping:

- Collecting and maintaining forms and other records, securing missing forms, and ensuring the confidentiality of all student records
- Supporting the Inclusive Education department with cumulative records

Tardies and Attendance Support:

- Ensuring student attendance is taken daily; generating weekly/monthly attendance reports
- Issuing tardy passes and entering student tardies into the student information system
- Communicating with families around attendance and tardies

Enrollment Support:

- Entering student enrollment data into student information system and updating all student records, including student registration and attendance
- Processing applications for admission
- Scheduling school tours for Principal

Substitute Teacher Support:

- Ensures substitute teachers have necessary materials to cover classes

Student-Facing Support:

- Supervise students as needed, including lunch, hallway, restroom, arrival/dismissal, and recess duty
- Supporting the school's behavior management system
- Performs basic first aid to students
- Support with students. ' needs in the classroom and play area.
- Oversees lost and found area
- Manages check-in/check-out process for loaner uniforms

School Events:

- Planning and preparing for school events and activities
- Coordinates lunch/dinner orders for staff meetings/evening commitments
- Supports Senior Dean of Operations with Charter School events
- Set-up/clean-up for small meetings, events, and sign-in areas
- Performing all duties designated by the Senior Dean of Operations or Office Manager for the Charter School's successful functioning, including hallway supervision, arrival/dismissal, and meals

School Mail:

- Receiving and distributing incoming mail and deliveries
- Preparing outgoing mail and deliveries

Physical Environment:

- Ensuring that the Charter School's physical environment is at all times neat and ordering, including the Main Office, copier/supply area, lost and found, and first aid equipment
- Support the Dean of Operations in management, distribution, and organization of materials and supplies to teachers

Fiscal Duties:
- Selling schoolwide materials (e.g., uniforms & school supplies)
- Managing the cashbox

Professional Development:
- Attends all professional development sessions, as appropriate.

Additional duties as assigned.

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 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

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.

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.

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, 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 in collaborative efforts.

- Child Care Resource Center (CCRC)
- Mid Valley Family YMCA
- Encino Community Center
- Panorama Mall
- Dignity Health Northridge Center for Healthier Communities
- North Hills East Neighborhood Council
- Los Angeles Mission College
- Dynasty United Youth Association ("DUYA")

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 CCRC's Annabelle Godwin Family Play Day in Van Nuys and Panorama Mall Latino Expo in October.

- [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 Charter School in the summer and fall.[WINTER]: Mail Charter 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, special education, or EL 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 documenting the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial, special education, and EL balance of students enrolled in the Charter School. Charter School seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in underserved communities. According to DataQuest 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, special education and EL 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 portals, 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 SPED, EL, and Free and Reduced Price Meal-eligible 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 the Vice President of Inclusive Education or her designees.

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 multilingual 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 schoolsite and in public areas at each schoolsite.

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: Admission 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 admissions is 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%[26] of the students in our target population are categorized as socially economically disadvantaged on the California School Dashboard average between 2022-2025. 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 serve.

8.2: 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.

8.2a: 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

26 Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2024.
Enrollment: School Demographics on Census Day." California School Dashboard (CA Dept of Education), 2025.

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.[27]
b. Siblings[28] 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.

8.3: The Manner in which the Charter School Will Implement a Public Random Drawing in the Event that Applications for Enrollment Exceed Charter 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 spring, 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

27 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.
28 For the purposes of Enrollment Preferences, "sibling" shall be defined as a biological sibling or a child who has the same guardian

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.
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 admission 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 the offer of admission 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 Charter School shall keep on file the records 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.

8.3a: 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.
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 online Registration beginning in May where all remaining forms are available for completion.

8.3b: 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.

8.3c: 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 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.

8.3d: 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.

8.3e: 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.

8.3f: 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 Charter School staff 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 Charter 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 they reapply. If there are no seats available, they will be placed on the waiting list.

8.3g: Method that the Charter School will use to ensure lottery procedures are fairly executed and interested parties may attend and observe

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 Chief Financial Officer conducts a thorough evaluation of potential firms and presents their findings and recommendations to the School Board of Directors. The Chief Financial Officer reports to the Lead Executive Officer. The Board then exercises its fiduciary responsibility by making the final decision on the engagement of the audit firm. The Chief Financial Officer, in collaboration with the Controller (or Designee) 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 Chief Financial Officer 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 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.

10.1: Discipline Foundation Policy

Charter School Climate and Student Discipline System

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, social worker or probation officer and ineligibility for particular privileges.

The Charter School uses a restorative, proactive, and value-based system to develop and promote positive student behavior. The beginning of the school year is dedicated to a "Strong Start," where administrators and classroom teachers explicitly teach, practice, and reinforce routines, procedures, traditions, and values that ensure all students are safe, engaged, and known. We focus on developing a strong Tier 1 school culture that is structured, calm, and positive. Community-building activities and relationship-building practices occur at all grade levels through Morning Meeting, Community Circle, and grade-level or schoolwide assemblies. In addition, we use Positive Behavior Interventions and Supports within our MTSS systems. These supports include school-wide and classroom-based incentive programs, in which students earn points when expressing our school values. These points can be redeemed in the student store for tangible items or fun activities, like Lunch with the Teacher. In addition, students who need more supplemental or intensified support could receive a variety of supports, including Check In/Check out (CICO), Behavior

Support Plans, behavior monitoring trackers, strong parent communication, or Student Support and Progress Team (SSPT) plans.

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 four (4) 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. Because we believe that exclusionary discipline should only be used when absolutely necessary, we implement a variety of restorative justice practices during an incident resolution process.

- Restorative Practices and Consequences may include, but are not limited to:
- Restorative conversations facilitated by a trained adult between students or between a student and an adult, in a conflict
- Reflection opportunities that prompt students to consider the consequences of their actions
- Logical consequences connected to the behavior
- Daily Check-in/Check-out with a trusted adult regarding goals
- Student and parent conferences or circles with administration, teachers, and counselors
- School-based mental health counseling through partnerships such as Didi Hirsch Mental Health Services
- Push-in behavioral support from campus support staff
- Behavioral counseling
- Warning, verbal and/or written
- 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
- 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 designated Assistant Principal 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 designated Assistant Principal 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 Charter School, student behavior data is monitored through a software program, DeansList, which is customized by the Principal or designated Assistant Principal to manage behavior and character education.

In-School Suspension

The Charter School offers in-school suspension, based on the determination by the Principal or their administrative designee, 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 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 or designated certificated staff.in the Charter School's administrative office. Students with disabilities will continue to receive their services by having the Inclusive Education Teacher push into the ISS space to provide RSP services. Any related services will be provided in the service delivery model indicated in the IEP, for example, counseling services will be provided in a private pull-out setting. 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 (for students with IEPs suspensions beyond 10 days will require manifestation determination and will continue to receive services as described above). 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

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Charter School will comply with federal and state constitutional procedural and substantive due process requirements (inclusive of rights for foster youth and their representatives). Although Charter Schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-Charter Schools may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as

not materially different from the charter petition. Charter School will consult with CSD in that regard.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and 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.

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 this 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.

Suspended or expelled students shall be excluded from all 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 Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("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. **Alternative Means of Correction**

For a student facing discipline for a discretionary offense listed below, the Principal or designated Assistant Principal may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance and Unexcused Absence Policy and/or Independent Study Policy, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designated Assistant Principal for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designated Assistant Principal shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. **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.

C. **Enumerated Offenses**

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when the Principal or designated Assistant Principal determines the student:
    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 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.

2. "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.

3. "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.

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 on another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.
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 designated Assistant Principal's concurrence.
w. Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.

4. Non-Discretionary Suspension and Expulsion 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 designated Assistant Principal'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, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If the Hearing Officer or Expulsion Panel determines 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 applies 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.

D. Suspension Procedure

A student may be suspended by the Principal or designated Assistant Principal. Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension shall be preceded, if practicable, by a conference conducted by the Principal or the Assistant Principal as a designee of the Principal with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or the Assistant Principal as a designee of the Principal. The conference may be held in-person, telephonically, or via other electronic means.

   The conference may be omitted if the Principal or the Assistant Principal as a designee of the Principal 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, the student and student's parent/guardian 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 recount their version of the incident and provide any evidence in their defense. This conference should 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. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or the Assistant Principal as a designee of the Principal 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. This notice shall include:

a. the specific offense(s) committed by the student,
b. duration and dates of the suspension,
c. the date the student may return to school following the suspension, and
d. an explanation of the evidence that supports the charges.
e. The student will have an opportunity to present his/her side of the story and any evidence

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

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or more than 20 days in a school year; for students with IEPs suspensions will not exceed 10 days without a manifestation determination. Upon a recommendation of expulsion by the Principal or the Assistant Principal as a designee of the Principal, the student and the student's parent/guardian will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when 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 and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or the Assistant Principal as a designee of the Principal 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 hours, a decision will be made by the Chief Instructional Officer or designee regarding the appeal of the student suspension, and the 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 right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, 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.

E. Authority to Expel

A student may be recommended for expulsion by the Principal or designee. The Charter School may expel a student following a hearing adjudicated by Hearing Officer or an Expulsion Panel ("Panel") selected by the Lead Executive Officer/Chief Executive Officer to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If a Panel conducts the hearing, it should consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson. If the hearing is conducted by a Hearing Officer, that person shall not have an instructional or supervisory relationship with the student and will not be a member of the Charter School Board of Directors.

The Hearing Officer or Panel shall make the determination regarding the expulsion of any student.

F. Expulsion Procedures

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 designated Assistant Principal determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good

cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Principal or designated Assistant Principal and student's parent/guardian.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act, "FERPA").

Written notice of the hearing in the native language of the student's parent/guardian shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. 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 present evidence on the student's behalf.
9. An explanation of the process to request reasonable accommodations and language support

G. Record of Hearing

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

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 determination by the Hearing Officer or 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. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

The determination of the Hearing Officer or Panel shall be in the form of written findings of fact and a decision.

If the Hearing Officer or Panel ultimately decides not to expel, the student shall be returned to their educational program at Charter School.

The Hearing Officer or 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 educational program at the Charter School under a probationary status and rehabilitation plan issued by the Hearing Officer or Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Lead Executive Officer/Chief Executive Officer may revoke the suspension of an expulsion order 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. If the Lead Executive Officer/Chief Executive Officer revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Notice of Expulsion Decision

The Principal or designated Assistant Principal shall send written notice of the expulsion decision to the student and student's parent/guardian in their native language, within five (5) school days of the expulsion hearing.

This notice shall include the following:

a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; 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. Appeal of Expulsion including how, when and to whom to appeal an expulsion decision.

The Principal or designated Assistant Principal. shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

K. 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.

L. Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the Lead Executive Officer/Chief Executive Officer within five (5) calendar days of the date Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board of Directors ("Board") or a committee thereof which will be a subquorom of the Board and selected by the Board will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the Hearing Officer or Expulsion Panel act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the Hearing Officer or Expulsion Panel abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

If a Board or committee meeting cannot be scheduled in a reasonable period of time, the Lead Executive Officer/Chief Executive Officer may, in their discretion, appoint an Administrative Panel to review and act on the appeal in lieu of the Board or committee. The panel members must be neutral and impartial, and not associated in any way with the evidentiary Hearing Officer or Expulsion Panel. The Administrative Panel shall allow the student and/or parent/guardian to address the Administrative Panel prior to its deliberation, which shall be in a confidential, non-public setting.

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 student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or 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 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 at the sole discretion of the Board of Directors. Following a meeting with the Principal or designated Assistant Principal 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 designated Assistant Principal shall make a recommendation to the Board of Directors. 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 Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Panel should avoid live testimony of student witnesses when practicable. The Hearing Officer or Panel 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 Hearing Officer or 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 receive reasonable advance notice of their scheduled testimony; and have up to two 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 or advocate.

2. The Charter School will provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or 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 Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or 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 will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or 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 Hearing Officer or 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 Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or 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 should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel 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.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA 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. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/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/guardian, 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; The suspension or expulsion is suspended pending completion of the additional assessments.
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.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designated Assistant Principal may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team and in consultation with Charter Operated Programs.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 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.

School Support Team leaders in 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, the 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 Elementary School
c/o Principal
15526 Plummer Street
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 Elementary School
   c/o Principal
   15526 Plummer Street
   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 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, Assistant Principals and Deans of Operations 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:

    (ii) 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:

(ii) 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.

(ii) 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Valor Academy Elementary School (also referred to herein as "VAES," "Valor Elementary," "Valor" 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, 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 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) for purposes of special education 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.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter 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 require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." **(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 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 ensure compliance with all requirements of Education Code sections 44830.1, 45125.1, and 45125.2. 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 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 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.) Charter school shall provide LGBTQ+ competency training annually, from 2025-26 through 2029-30, as specified in Education Code section 218.3.

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 charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the 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 Education Code sections 48850, et seq., 48915.5, 49069.5, and 51225.1, et seq., as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions.

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 schoolsite.

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 – 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 are 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an

Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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)(I).)**

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

A petition to establish a charter school shall contain, in addition to the reasonably comprehensive description of 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 and the explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, a statement that the suspension procedures will include both of the following requirements:

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 into 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 § 47606.2.)

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 10 – 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)(J).)

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 11 – 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)(K).)

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 12 – 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)(L).)

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 13 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(M).)

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 Elementary School
c/o Principal
15526 Plummer Street
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 Elementary School
c/o Principal
15526 Plummer Street
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 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 14 – 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)(N).)

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, 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.

Annual and Independent Financial and Compliance Audit

Charter School shall provide for an annual and independent financial and compliance audit that shall be conducted in accordance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(m) 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

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).)